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Project HELP represents an educational program designed to enrich the lives of four- and five-year-old culturally deprived children. It is a research project designed to discover ways to accelerate the achievement of children limited in their development by environmental factors beyond their control, to increase parental understanding and responsi bility for the education of their children, and to mobilize community resources to help people in depressed areas.

From February through June 1963, two centers were operated on a test basis to try out procedures and techniques. One school was located in an integrated community, the other, in an all-white low socio-economic level area. One school held half-day sessions, the other operated on a full-day basis. After qualified staff were chosen, an orientation of five meetings was held in which the personnel were introduced to the facilities and personn of the center schools; consideration was given to planning a curriculum and to possible use of experimental materials. Emphasis was placed on communication skills, the problem solvi approach to learning, and the importance of sensory elements. Attention was focused on art music, and physical education.

Volunteers made an invaluable contribution in assisting the teaching staff. Teachers identified growth in the children during the first period in areas of verbal ability, questioning and curiosity, ease in following directions, care in personal needs, and co-operative play. Retesting at the end of the five-month experience indicated very significa changes which cannot be attributed to chance.

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An Early School Admissions Project

related to inschool learning activities and experiences for children

Progress report

1962 - 1963

Submitted by

Baltimore City Public Schools
3 East 25th Street
Baltimore 18, Maryland

and initiated by

Dr. George B. Brain
Superintendent of Public Instruction
Baltimore City Public Schools

September 1, 1963

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AN EARLY SCHOOL ADMISSIONS PROJECT
PROGRESS REPORT
1962-1963

Submitted by

Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218

and initiated by

Dr. George B. Brain
Superintendent of Public Instruction
Baltimore City Public Schools

September 1, 1963

Acknowledgments

The first phase of the Early School Admissions Project has been realized because of the able assistance of many persons representing both community agencies and divisions of the Baltimore City Public Schools.

Grateful appreciation is expressed to the Baltimore City Health Department, The Baltimore Council of Parent Cooperatives, The Baltimore Section of the National Council of Jewish Women, members of the Community Advisory Committee for the Early School Admissions Project, The Department of Maternal and Child Welfare of the Johns Hopkins Hospital, and The Young Women's Christian Assocation.

Appreciation is also expressed to staff members of the various divisions of the Department of Education, Baltimore City Public Schools, who have contributed generously their time, knowledge, and skills to the development of the Early School Admissions Project.

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CHAPTER I

THE PROBLEM

Baltimore City, like many other large metropolitan areas, has within its boundaries a number of depressed areas. These areas typically exhibit high population density, low rental and low value housing, high rates of adult and juvenile delinquency, high rates of unskilled or semi-skilled labor, and limited family income. Using these factors as criteria to interpret the 1960 Bureau of Census Reports, one may note that of Baltimore City's 168 census tracts, 56 may be identified as depressed areas. These tracts are located principally within the center of the city.

Statistics of the Bureau of Research, Baltimore Public Schools, show that children living in these depressed areas have a tendency to fall farther and farther behind in scholastic progress when compared with children who live in other areas of Baltimore City. For example, at Grade 2, children from depressed areas score only a few months below grade level, but by the time they reach Grade 5 they are on the average 2.1 grade levels behind in reading and 1.7 in arithmetic. In addition, on mental ability tests administered at upper elementary levels children from depressed areas have consistently averaged 5 to 7 points below the scores obtained three years earlier in Grade 2.

Children who live within depressed areas may be limited in their development by environmental factors beyond their control. Low educational backgrounds and limited work skills possessed by adult members of the families tend to create situations in which goals are directed toward economic survival, and decisions and action are determined in reference to "the here and now."

Frequently parents must work long hours to keep the family intact, and it is not unusual for a single parent to carry the full burden of care and support of the family. Many parents lack the time, understanding, knowledge, and resources needed to provide learning experiences essential to scholastic success. Physical or emotional illness may prevent others from completely fulfilling their parental responsibilities; some just do not seem to care. Limited financial resources place some restrictions upon the quantity and quality of experiences, interfere with adequate provisions for physical needs, and often necessitate frequent changes of residence. Low aspiration, high mobility, and experiences limited in their relationship to academic success, predestine a large percentage of these children to continual retrogression in achievement and reluctant school attendance until the legal dropout age of 16 is reached.

The Baltimore City Public Schools have initiated throughout the years a number of special services in attempts to meet the specific needs of youngsters in depressed areas. These services make available to children opportunities for enrichment and remediation in areas of need, as well as the assistance of counselors and other professional personnel who are prepared to help individuals find appropriate solutions to educational problems. While these services have enabled many children to improve their levels of scholastic success, academic retrogression, low aspiration, and reluctant participation in the school program persist as inherent characteristics of many children from depressed areas. This consistent pattern seems to indicate that perhaps for some children it is important to improve the quality and quantity of experiences in earlier stages of their development. For this reason, the Early School Admissions Project was originated.

CHAPTER II

THE PLAN FOR ACTION

The Early School Admissions Project was conceived and initiated in the fall of 1962 by Dr. George B. Brain, Superintendent of Public Instruction. This project is a $330,000 three-year educational program jointly financed by the Baltimore City Public Schools and the Ford Foundation, and is programmed to operate until the close of the 1964-65 school year. Development of the Early School Admissions Project is under the direct supervision of Miss Mary A. Adams, Assistant Superintendent for Elementary Education. Mrs. Catherine Brunner is the Project Coordinator.

The project represents an educational program designed to enrich the lives of four- and five-year-old, out-of-school children requiring compensating educational services. It is a research project designed to discover ways to:

1. Accelerate the achievement of children limited in their development by environmental factors beyond their control;
2. Increase parental understanding of the values of education and to increase the degree to which parents accept the responsibility for the education of their children;
3. Mobilize community resources to assist children and adults in depressed areas as they attempt to raise their aspirations and improve their levels of competence.

A research design for evaluating the Early School Admissions Project has been developed by the Bureau of Research, Baltimore City Public Schools, under the direction of Dr. Orlando F. Furno, Director of Research.

It had been intended originally that The Early School Admissions Project should become operative as of September, 1962. However, this was not possible, and the centers opened instead in February, 1963. Since the first phase of the project would, out of necessity, be atypical it was decided that the period from February through June, 1963 should be a "test and try-out period" - a time for testing procedures and techniques.

CHAPTER III

ORGANIZATION OF THE PROJECT

The Early School Admissions Project is concerned with helping children from depressed areas overcome academic handicaps that might confront them when they enter the regular elementary school program. One of the major aims of the project is to determine the learning experiences needed to overcome limitations imposed by the environment that might interfere with learning tasks.

Identification of Centers

It is important for the schools identified as project centers to be located in areas where environmental factors may impede the development of children. It is important also that sufficient numbers of disadvantaged children live in the area to identify an experimental group, a control group, and a group from which to select children for project involvement as attrition occurs. The factors listed below were used to identify areas of Baltimore City where disadvantaged populations might reside:

1. High rate of housing characterized as low rental, low value, and dilapidated or deficient;
2. High rate of density of population;
3. High rate of adult and juvenile delinquency;
4. Low family income;
5. High rate of unskilled or semi-skilled labor.

Information obtained from census tracts was used to apply the factors listed above to specific school neighborhoods.

The two schools selected for project centers during the initial phase of the project were the Mount Royal Elementary School and the O'Donnell Heights Elementary School.

The Mount Royal Elementary School No. 66

The Mount Royal Elementary School first opened its doors to children in February, 1959. It is located in a section of Baltimore City known as the Mount Royal Urban Renewal Area. Within the bounds of limited funds, the Department of Education is trying to provide in the Mount Royal Elementary School an instructional program geared to the unique needs of the children who live there. To this end, sufficient staff has been provided to ensure that no class shall exceed 30 pupils per classroom teacher, and only qualified teachers have been assigned to the school's faculty. To enrich the regular educational experiences of these underprivileged boys and girls, extra facilities have been provided in the school. The hope is that the school's program will influence the parents of its children to recognize and assume their parental and civic responsibilities.

Of the 825 pupils in the Mount Royal Elementary School, approximately 60 per cent are Negro and 40 per cent are white. These children come from three different population groups in the neighborhood—long-time white resident middle class families, poor white transients from the South, and Negro families. Children from the first group comprise only 4 per cent of the school's pupils at most.

Many of the children lack parental supervision. Their experiences are mainly confined to neighborhood activities. These children have low levels of aspiration; they lack academic skills; and they lack the background of knowledge usually found in youngsters their age. Success in school is not important to most of them, but school is in reality perhaps the best means of helping them achieve a higher standard of values than that of their parents.

The Department of Education has taken specific steps to increase the effectiveness of the Mount Royal Elementary School's educational program. We noted earlier the fact that no unqualified teachers are to be assigned to its faculty, as well as the fact that no class may exceed 30 pupils. In addition to this, additional resource services have been made available to the school. Resource teachers in art, music, physical education, and speech, as well as a full-time counselor and librarian, supplement the school's regular faculty. The faculty has had many planning sessions to improve the school's instructional program, has studied the nature of the children comprising their pupil population, and has identified resources in the community, both physical and human, which could be used to extend the school experiences beyond the walls of the classroom. Also, special efforts are continually being made to provide these pupils with needed out-of-school experiences.

To supplement the regular school program the faculty has sponsored many out-of-school activities. Some teachers are active participants in church-sponsored programs for neighborhood children. This program has been carried over to a summer day camp program. Members of the faculty have on their own time taken groups of children to out-of-school musical, historical, and scientific programs in their attempts to enrich the regular classroom activities.

During the school term, each class in the school has an opportunity to take trips to areas of educational worth outside of the Mount Royal area. In the school's efforts to enlist parental interest and support, the school librarian has sent home to parents, before the holiday seasons, lists of suggested children's books. Many parents have responded to this by purchasing these graded reading level books for their children.

While the school has not yet achieved a nongraded organization, the groundwork for this plan of school organization is in the process of development. Faculty members are giving careful study to this matter. They hope to implement the nongraded organization within the coming school year. Many current instructional practices now in being reflect this philosophy.

Through its cooperative planning, the faculty is continuously involved in curricular adjustments which relate the educational program to the needs and interests of the children attending the school. To keep abreast of community developments, the faculty is also engaged in expanding its knowledge of the community by following the development of the Urban Renewal Authority's plans. To this end a faculty committee has set up a community resource room containing maps, charts, newspaper clippings, examples of classroom activities, and a continuing annotated card file of classroom experiences for reference purposes.

The Mount Royal School is constructed so as to include facilities for the Department of Recreation as well as the usual school rooms and facilities. The Department of Recreation conducts an active recreational program in the school building. Recreational programs are carried on after school hours and during evening hours every night in the week except Sunday. In this respect the school building is truly a community center.

Mt. Royal School 66
121 McMechen Street (17)

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date(s) of Construction	1959
Material	Masonry
Rating, 1951 School Facilities Survey	-
Defects Noted in Survey	-

FACILITIES	NO.	REMARKS
Auditorium	1	
Gymnasium	1	
Gym-Auditorium	0	
Cafeteria	1	
Library	1	
Shop	0	
Home Economics Room	0	
Laboratory	0	
Classroom	26	Incl. 2 Kdgn.
Health Suite	1	
Other Activity	1	Projection Room

AREAS	SQUARE FEET
Total Site (2.773 acres)	120,792
Building	43,626
Floor Space All Floors, inc. basement	90,379
Play Space	70,950
Hard Surface	70,950
Soil	None
Ornamental and Service	6,216

The Graceland Park-O'Donnell Heights Elementary School No. 240

The Graceland Park-O'Donnell Heights School, constructed of brick veneer, first opened its doors to elementary school children in 1950. Located on a nine-acre site in southeast Baltimore in the heartland of an industrially zoned complex, the Graceland Park-O'Donnell Heights School serves an almost exclusively white low socio-economic group. In its environs, resides a population of 17,429 persons of whom only 32 are Negroes. School 240's pupil population reflects this latter fact—of its 842 pupils only 2 are Negroes. Surrounding homes are principally row houses averaging about 3.83 persons per household. The values of these homes average about $8,800. Of the 5,075 homes in this area, only 412 have been classified as dilapidated and deteriorated.

Immediately to the south of School 240 is the O'Donnell Heights Housing Project—a complex of 900 homes. As of March 31, 1963, 28.1% of the families in this project were on relief. Most of the children enrolled in School 240 come from the O'Donnell Heights Housing Project. These families are not newly arrived white in-migrants. For the most part they are composed of long-time native Baltimoreans caught in a low socio-economic syndrome within which they have drifted to the lower levels. Many of these families are female oriented, lacking a stable male image.

Many of School 240's pupils generally get little parental supervision and guidance. They lack acceptable academic skills. Success in school assumes little importance in their lives, and attitudes toward learning reflect parental indifference.

The philosophy at School 240 is that each child is of prime importance. The faculty cares about each child and the children soon know it. No special treatment, other than accorded all other elementary schools is given to School 240. This is reflected in the fact that a large percentage of its teachers are either special substitutes or per-diem teachers. Yet under the guidance of able administrators, the school's faculty has become imbued with the nongraded school organization philosophy. The main reason the graded organization exists is due to the insistence of the parents who regard grades completed in terms of status symbols. Nevertheless, the school functions in fact on the nongraded concept, though in name on the graded.

In the Graceland Park-O'Donnell Heights School, the median number of pupils per classroom teacher is 36. Its 26 teachers are supplemented by a number of part-time resource teachers. These resource teachers provide experiences for the children in art, vocal music, physical education, and instrumental music. A speech correctionist, psychiatric school social worker, and a librarian complement the teaching staff. In addition, many other community agencies work closely with the school's faculty. Social workers from the Department of Welfare are a constant source of valuable information about pupil home conditions. The Department of Recreation operates a program of activities four nights a week in the school's gymnasium. Many nonofficial community organizations sponsor other social and athletic activities.

Graceland Park-O'Donnell Heights School 240
O'Donnell and Gusryan Streets (24)

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date(s) of Construction	1950/1955
Material	Brick/Frame Portables
Rating, 1951 School Facilities Survey	Satisfactory
Defects Noted in Survey	

FACILITIES	NO.	REMARKS
Auditorium	1	Capacity 222
Gymnasium	1	Capacity 70
Gym-Auditorium	0	
Cafeteria	1	Capacity 384
Library	1	
Shop	0	
Home Economics Room	0	
Laboratory	0	
Classroom	31	Includes 2 Kdgn., 7 Port., 1 Makeshift
Health Suite	1	

AREAS	SQUARE FEET
Total Site (3.68 acres)	378,101
Building	40,360
Floor Space All Floors, inc. basement	75,613
Play Space	170,500
Hard Surface	20,000
Soil	150,500
Ornamental and Service	167,241

An important aspect of the Early School Admissions Project is to test the desirability of a full-day educational program vs. a half-day program for young children. The Mount Royal School was identified as the locus for the full-day program, and here the children attend school from 9 a.m. until 3 p.m. At the O'Donnell Heights School, the children attend school from 9 a.m. until 12 noon, but the staff works on a full-time basis. Afternoon hours are utilized by the staff for work with parents, planning, record keeping, and professional development activities.

The project centers became operative as of February 1, 1963.

Development of a Time Schedule

In order to facilitate the accomplishment of tasks that were prerequisite to the opening of the project centers, a time schedule was developed as soon as the project coordinator had been appointed.

October 15 - November 1, 1962

1. Inspect facilities at the Mount Royal and O'Donnell Heights Schools to determine availability of facilities and services as well as building changes that might be needed.
2. Clarify and refine criteria for selection of pupils.
3. Recommend personnel for the position of senior teacher.
4. Attend conference with university personnel relative to research.

November - December, 1962

1. Locate eligible children.
2. Order supplies.
3. Select prospective staff.
4. Identify volunteer personnel.
5. Contact community agencies concerning related problems.
6. Begin orientation of staff and volunteer personnel.

January, 1963

1. Set up centers in readiness for opening on February 1, 1963.
2. Conduct and complete screening and registration of children.
3. Complete orientation of staff.
4. Develop schedules of assignment for all personnel.
5. Confer with cafeteria personnel concerning food service for children.

Preparation of Facilities

Conferences were held with personnel of the Baltimore City Health Department in order to ascertain regulations pertaining to physical facilities for four-year-old children.

Project center schools were visited with personnel from the Division of School Maintenance and Operation in order to identify appropriate locations for lavatory facilities, drinking fountains, play areas and minor building changes required in classroom areas provided for the project center.

Ordering of Supplies

Instructional materials and equipment were selected in accordance with the following criteria:

1. Is the material suited to the age group with which it will be used?
2. Is there provision for a variety of maturity levels within the age group?
3. Is the material versatile? Can it be used to stimulate divergent thinking and learning?
4. Is the material sturdy in structure and construction?

An effort was made to obtain materials that differ from those used in the regular school program wherever it was possible to do so. Staff members of Art, Elementary, Library, Music, and Physical Education Divisions served in an advisory capacity in locating and selecting appropriate materials. Members of the Business Division were instrumental in helping the project coordinator to locate sources of materials as well as to procure them in a minimum period of time.

Identification of Staff

Each project center is staffed by a teaching team of four adults: the Senior Teacher, the Assistant Teacher, the Teacher Aide, and a Volunteer, who serves on a one-day, once-a-week rotating basis. At least three members of the team must be present daily.

The senior teacher, selected from the staff of the Baltimore City Public Schools, is a competent teacher of young children who is experienced and skillful in working with disadvantaged children and their parents and enjoys working with them.

The assistant teacher is also a trained person who has had satisfactory work experience with young children, but she was selected from sources outside the staff of the Baltimore City Schools to keep from depleting the existing school staff (private nursery schools, kindergarten, parochial schools, etc.).

The teacher aide is basically responsible for clerical work and maintaining records, but she also assists other staff members with duties that do not require teacher training. One of the current teacher aides is a parent from the neighborhood adjacent to the project center in which she works. She had assisted with clerical work in the project center school prior to assuming the position of teacher aide. She has been most helpful in interpreting the work of the project to her neighbors and has been instrumental in enabling the project staff to understand better the attitudes and needs of the community.

The volunteer may or may not live in the community in which the project center is located. During the school year 1962-63, volunteers were not from project center communities, but were recruited from the membership of three community agencies. The Baltimore Council of Parent Cooperatives, The Baltimore Section of the National Council of Jewish Women, and The Young Women's Christian Association. Personnel from each agency worked closely with the project coordinator in relation to the volunteer program and accepted the responsibility for recruitment and screening of members of their respective service groups who were interested in working with the project in a volunteer capacity. Twenty-nine persons were identified to serve as volunteers on either a regular or substitute basis. Upon application each potential volunteer was requested to fill out a Staff Experience Inventory Form. The form includes space for indicating educational background, kinds and amounts of experience in working with children and adults, and special interests and abilities possessed by the applicant. It is felt that information of this type is useful in planning for the kinds of contributions that volunteers can make to the instructional program in each center. The information summarized in Table I indicates the variety of experiences which prepared the volunteers to make worthwhile contributions to the Early School Admissions Project.

Table I
Volunteers ESA Project - 1962-63

Volunteer Classification	Number
College Graduates	19
Teaching Experience	18
Work with children other than teaching	29
Cooperative Nursery	10
Scouts	9
Summer Camp	4
Class Mother	1
Hospital Situation	3
Work with adults	23
Special Interests	
Music	7
Art	2
Dramatics	3
Literature	5

Staff Orientation

The work of the Early School Admissions Project requires that the staff consist of personnel with sound professional knowledge in the areas of early childhood education, parent-child relations, and school-community relations. Moreover, it is imperative that staff members accept and understand disadvantaged youngsters and their parents. Since this project is experimental, it is equally important that staff members possess the ability to think creatively and that they be willing to adapt traditional teaching methods or depart from them when such a procedure seems to be in the best interests of the children.

In preparation for work in the project, staff members studied together the goals and organization of the project as outlined in the brochure, An Early School Admissions Project. Some basic planning was projected concerning meeting the problems of disadvantaged children, possible curriculum content, team approach to planning and teaching, initial work with parents, record keeping and relationship of the project to the total school situation. Each of these areas of concern served as the basis for staff meetings at different times throughout the year.

The entire staff, including volunteer personnel, participated in a series of orientation meetings.

The first orientation session, a full day meeting, was held on January 7, 1963. The group spent the morning (9:30 a.m. - 11:30 a.m.) in the Mount Royal School and the afternoon (12 noon - 2:30 p.m.) in the O'Donnell Heights School. The purposes for these visits were:

1. To familiarize the staff with the school location and the facilities present in each situation.
2. To give the staff members opportunities to meet personnel within each situation who relate significantly to the staff of the project center (principal, vice-principal, counselor, social worker, teachers of kindergarten and first grade).
3. To give the staff members an opportunity to become somewhat acquainted with the youngest children in the school by means of visiting in the kindergartens and having follow-up discussions with the kindergarten teachers about:
    a. the teacher's estimate of the strengths and weaknesses evident in the performance of the children early in their school experience;
    b. ways in which the teachers had planned to capitalize upon individual strengths, and care for weaknesses as the educational program was developed.

Time was also provided during this first orientation session for discussion of the responsibilities of members of a teaching team and for each volunteer staff member to indicate preferences of time and place for assignment.

Four additional orientation meetings were held beginning January 28, 1963 and continuing through January 31, 1963. The group assembled for each meeting at 10 a.m. and worked together until 11:30 a.m. Three of the meetings (January 28, 30, and 31) were work sessions and were concerned with factors to be considered in planning a curriculum for young children, consideration of possible uses for new and experimental materials, identification of specific skills which might be developed, and suggestions for activities appropriate for skill development with young children. Emphasis was placed upon communication skills, the problem solving approach to learning, and the importance of sensory elements in the learning situation. Attention was focused on art, music, and physical education as areas in which appreciations may be engendered, skills may be developed, expression of feelings and ideas may occur, and levels of conceptual development may frequently be identified. Personnel from the Art, Music, and Physical Education Divisions assumed leadership during the sessions devoted to their curricular areas. Exhibits, demonstrations with and without children, and group participation were techniques used to illustrate application of theory.

The fourth orientation session, January 29, stressed the significance of parent education in developing parental understanding of the importance of education, raising aspirational levels, and increasing parental responsibility for education of their children. Attention was focused upon the structures of the communities in which the project centers are located, and the strengths, problems, and needs of the families living in those communities. Under the leadership of Mr. Wilmer Bell, Director of Adult Education, resource personnel from the Division of Adult Education assumed leadership for this meeting. Of particular help were Mr. Stoyan Menton and Miss Norma Jean Moore who have worked extensively in the project center neighborhoods in the capacities of both educational and community agency personnel.

During all of the orientation sessions, active participation was encouraged on the part of individual staff members and questions were invited.

These orientation sessions marked the beginning of a program of staff inservice education which will be implemented throughout the duration of the project. Total staff meetings, including volunteers, are scheduled once a month; other staff members meet on an average of once a week. Meetings may involve staff members of a given center only, or may provide opportunities for staff members of several centers to jointly consider common concerns. Format of a meeting and the staff members involved are determined by the purpose for the meeting. It is not unusual for members of the regular school staff to attend a project staff meeting, when the subject to be discussed concerns them or would be of interest to them.

Work with Community Agencies

Representatives from a variety of community agencies serve as an Advisory Committee for the Early School Admissions Project. Collectively, the membership of this committee met four times during the school year 1962-63: July, 1962; November, 1963; January, 1963; and June, 1963. Total committee meetings provided opportunities to keep community personnel informed concerning progress toward project goals, new developments, and problems which needed to be resolved. As committee members applied their experiences and knowledge to matters of concern, the project staff was enabled to identify additional directions in which to work toward goals or to seek solutions to problems. Examples of specific assistance extended by agency representatives are:

1. Persons were suggested who might qualify for positions in the project.
2. Staff members were directed to printed materials and agency personnel that might prove helpful in supplying needed information. For example, the coordinator was directed to personnel of the Urban Renewal and Housing Administration who were able to specify which areas in a given community would be demolished to prepare for urban renewal. Time schedules for demolition were also indicated. In another instance, agency personnel assisted in locating children whose families had been moved to various sections of the city.
3. Personnel from community agencies assisted in identifying children who might be eligible for the project program.
4. Provisions were made for project staff members to be involved in activities of various community agencies. As a result, the staff was able to acquire a greater volume of information and to benefit from the ideas and reactions of personnel considering a common problem in terms of varied frames of reference.

Representatives from the Baltimore City Public Schools and various community agencies on the Early School Admissions Project Advisory Committee are indicated in Table II.

Table II
Early School Admissions Project Advisory Committee

Baltimore City Public Schools Representatives

Dr. George B. Brain
Superintendent of Public Instruction

Miss Mary A. Adams
Assistant Superintendent, Elementary Education

Miss Edith V. Walker
Director, Elementary Education

Dr. Orlando F. Furno
Director, Bureau of Research

Mrs. Catherine Brunner, Project Coordinator

Miss Velma Branch, Senior Teacher

Mrs. Vaughan McClure, Senior Teacher

Community Agency Representatives

Mrs. Myrtle Adelburg
President, Baltimore Council of Parent Cooperatives

Mrs. Henry Corner
Board of Directors, Health and Welfare Council

Dr. Grace A. Dorsey
State Department of Education

Mr. Harold C. Edelston
Health and Welfare Council

Mrs. Leon Ginsberg
Maryland Committee on Group Day Care of Children

Mrs. Robert Hampson
Past President, Baltimore City Council, Parent Teachers Associati

Mrs. David Levy
Mrs. Joseph Pines
Baltimore Council of Jewish Women

Mrs. Henrietta Martin
Young Women's Christian Association

Dr. Parlett Moore
Coppin State Teachers College

Dr. H. Gerthon Morgan
University of Maryland, Institute of Child Study

Table II
Early School Admissions Project Advisory Committee (Continued)

Dr. John L. Pitts
Baltimore City Health Department

Dr. Leon Sachs
Baltimore Jewish Council

Mr. Abe Scop, Chief
Bureau of Child Welfare
State Department of Welfare

Dr. William S. Sartorious
Superintendent, Baltimore County Public Schools

Dr. Furman Templeton
Baltimore Urban League

Mr. Harry B. Weiss
Urban Renewal and Housing Agency

Dean Albert Whiting
Morgan State College

Rev. Donzel C. Wildey
Maryland Council of Churches

Arrangements for Food Service

Included in the daily program for each center are provisions for a mid-morning snack. In addition, children in the full-day center are served lunch. Costs for these phases of the program are included in the budget for the project.

Snack and lunch periods are felt to be important aspects of the project program because they provide opportunities for children to derive nutritional benefits and at the same time participate in a social experience which enables them to acquire desirable eating habits, and grow in the use of language through informal conversation.

Food service invariably entails problems related to procurement of food control, cleanliness in food preparation and service, and meal planning. Since each of the project centers is located in a school which has an operating cafeteria, the Division of Public School Cafeterias was approached concerning the possibility of coordinating food service for the Early School Admissions Project with the regular school cafeteria program. Under the direction of Mr. Robert Nicholson, Director of School Cafeterias, and Mrs. Eloise Payne, Supervisor, a fine program has been developed.

High quality food has been provided through commodities from the Federal Government purchased under stringent specifications established by the Cafeteria Division. The preparation and service of food has been carried out by trained personne under high standards of sanitation made possible by modern cafeteria equipment. The school in which the program operates participates in the National School Lunch Program, and subsidies are received for the lunches and milk served. All lunches and snacks served each day in the project centers are reported to the Cafeteria Business Office each month, and reimbursements for these lunches are made on the basis of reports received and bills submitted to the Project Coordinator.

The lunch served to the children is similar to the regular school lunch, but portions are smaller because of the ages of the children. However, children may have second helpings if they have eaten everything on their plates.

The project center children are served lunch after the regular lunch period for the school has been completed. This procedure makes it possible for the children to be served at the table, to have access to the full attention of the cafeteria staff, and to have a quiet atmosphere in which to enjoy lunch. Groups of approximately ten children sit at tables of an appropriate size for them. One adult staff member eats with each group.

Mid-morning snacks are served prior to the regular school lunch program, and the same kind of seating arrangement is utilized. In the full-day center, the snack is timed so that children will not have to wait until 12:30 p.m. for lunch.

Snacks

Monday	Peanut Butter on Graham	Cocoa
Tuesday	Toast	Juice
Wednesday	Cinnamon Toast	Cocoa
Thursday	Spiced Apples	Cocoa
Friday	Toasted Biscuit	Juice

Table III
Typical Luncheon Menu, Early School Admissions Project

Day	Main Dish	Vegetables	Bread	Desserts	Milk
Monday	Turkey à la King	Mashed Potatoes Peas	Biscuit and Butter	Orange Juice	½ pt.
Tuesday	Spaghetti with Meat and Cheese Sauce	Slaw	Hot Rolls and Butter	Jello	½ pt.
Wednesday	Peanut Butter and Jelly Sandwich	Vegetable Soup Carrot and Celery Sticks		Sliced Peaches	½ pt.
Thursday	Beef Patty	Carrots Kale (Chopped fine)	Roll and Butter	Applesauce	½ pt.
Friday	Fish Stick	Parsley Potatoes Stewed Tomatoes	Muffin and Butter	Cookie	½ pt.

CHAPTER IV

IDENTIFICATION AND SCREENING OF CHILDREN

The Early School Admissions Project, as indicated by its name, is concerned with children not ordinarily enrolled in the regular school program. These are the youngsters usually identified by the term "pre-school age." It is also concerned with children who live in depressed areas. In Baltimore City, children may enter kindergarten at the age of five. However, families who live in depressed areas, where aspirational levels tend to be low, frequently do not send their children to school until they reach the age of six. One important problem of the Early School Admissions Project was the identification of children eligible for participation in the project.

Clarification of Criteria

Basic to the identification of children for project participation was the need to establish criteria which would be more meaningful than terms such as "culturally disadvantaged." When project centers were identified, information from census tracts was used in order to identify depressed areas in the city. However, it cannot be assumed that every person who lives in such an area is disadvantaged or is operating under the influence of low aspirational level. It is not scientifically sound to conclude that any and every child living in a depressed area is disadvantaged. Rather, an attempt was made to delineate factors which might impede child development. The following factors were identified:

1. Limited family income.
2. Low-value and low-standard housing.
3. High density of population per dwelling.
4. Dependency of family on public services (welfare, health services, public housing, etc.)
5. Absence of a parent (death, divorce, separation, or other reasons).
6. Changes in parents.
7. Chronic disease, physical or mental, in the family
8. Record of adult or juvenile delinquency in the family (crime, family non-support, etc.).
9. Limited educational background of parents
10. Limited school achievement on the part of older siblings.
11. Frequent changes of residence.

There is no intent to imply that the list given above is complete, nor has any attempt been made to list factors in any hierarchy of importance. These criteria were to be applied to each applicant, and only those children were to be considered who belonged to families in which three or more of these problems were persistent.

Age was another factor to be applied as a criterion for entrance to the project program. For the period February--June, 1963, it was decided to attempt to involve children who would be eligible for Kindergarten in September, 1963, as well as those who could have been, but were not, enrolled in Kindergarten in September, 1962. The original age limit established was that of five years of age on or before April 30, 1963. However, in order to procure sufficient numbers of children for screening it was necessary to extend the age limit through July 31, 1963. A different age limit will be defined for the period September,1963—June,1964, so as to secure a more homogeneous age group of project children.

It was decided that the criterion of parental participation should be applied differently than outlined in the original project description. It was decided to apply this criterion within each project group rather than within one group exclusively. Therefore, some children would be selected for each project center whose parents indicated the desire to participate actively in the program, while some children would be selected whose parents indicated inability to participate or evidenced little interest in participation.

To be eligible for the project, a child must be free from gross physical impairments that might interfere with learning or from chronic illnesses which might cause frequent or prolonged absence from school. Medical examination would be used to determine health status.

Under the direction of Mr. Albert Packard, Director, the Bureau of Educational Testing was given the problem of selecting and administering a test which would aid in the evaluation of a representative sample of the 4- and 5-year old population of previously selected culturally disadvantaged areas.

A review of published studies in the field and existing tests at this age level revealed a paucity of material for our purposes.

In the past, attempts to measure the pre-school child have been based primarily on experiments with children from culturally advantaged areas of the population. The following are representative of the type of studies reported.

In 1954 a study by Harms and Spiker[1] reported on eighty (80) children, ages 16 to 29 months, who were from white, English-speaking parents who were either students in or faculty members of the University of Iowa. These children were given the Cattell and Kuhlmann Scales in addition to a breath-unit sample. The authors reported a relationship between verbal ability and intelligence.

In 1960, Dr. Levinson[2] from the Psychological Center at Yeshiva University reported a study on eighty (80) children ranging in age from 3.6 to 5.9 with a mean C.A. of 5.09 and S.D. of 0.60. These children were being tested for placement in a class for the gifted. The I.Q. range was from 104 to 157; mean 124.46, S.D. 12.09. He stated that although the attention span of pre-school children is short, it is still necessary to obtain a non-verbal as well as a verbal estimate of their intelligence. To this end, he used the Binet Form L and two non-verbal scales factored out of the Binet Forms L & M by McNemar. He found that the performance scales correlated with the C.A. and M.A. .540 and .62 respectively, showing that he was getting fairly independent measures.

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[1] Harms, Irene E., and Spiker, Charles C., "Factors Associated with Performance of Young Children on Intelligence Scales and Tests of Speech Development," Journal of Genetic Psychology, 1959, 94.

[2] Levinson, Boris, "Binet Non-Verbal Pre-School Scale," J. Clin. Psy., 1960, 16.

Again in 1960, Dr. Levinson[1] reported a study on thirty-nine (39) subjects ages 4.0—5.9 with a mean of 4.83. They were administered the Binet Form L and Columbia Mental Maturity Scale. He found that the I.Q.'s obtained on the Columbia Mental Maturity Scale were lower than those obtained from the Binet.

Item	Binet Test	Columbia Mental Maturity Test
1. Number of Cases	39	39
2. Mental Age		
Mean	5.53	5.28
S.D.	.54	.56
3. I.Q.		
Mean	115.41	109.77
S.D.	11.33	10.80

An above-average population was also being tested in this instance.

None of these studies was broad enough to be of great value in the area of our greatest concern. In fact, all dealt with children of above-average socio-economic levels and above-average intelligence while our primary concern was with the culturally disadvantaged child and his ability to perceive and communicate.

Dr. Levinson had found that both a verbal and non-verbal estimate of intelligence were essential at this level. This finding agreed with our thinking and it was decided that we would use both a verbal and non-verbal measure in our battery. Studies have shown that the test items of least predictive value of future ability are those involving motor-coordination and those depending upon rote memory for information. The most predictive are those which emphasize perception of spatial relations, controlled attention, and logical relations. In all cases those items involving a verbal factor were more predictive than those involving a non-verbal factor.

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[1] Levinson, Boris, "Research Note on Revised CMMS and Binet Form L in a Pre-School Population," J. Clin. Psy., 1960, 16.

In 1962 Bradway and Thompson[1] reported a 25-year follow-up study of 111 subjects who had been tested originally with the Binet Form L, during their pre-school years, and later with the Wechsler, when adults. They concluded that a pre-school test heavily weighted with verbal items should be a more valid predictor of adult ability than one utilizing many performance type items.

Gesell's developmental theories on the language abilities of the 4- and 5-year olds and the mental characteristics of the 4- and 5-year olds as set forth in the Baltimore Guide to Elementary Education were used as guides in forming the conceptual areas we wished to explore.

Using as our premise the theory that both visual perception and the ability to verbalize were basic to learning, we began to search for instruments which would give us results in these areas.

Among the available tests in the field of pre-school measurement, several standardized within the 4—5-year age level were reviewed. Since Binet's original 1905 scale the historic tests for pre-school children have developed along 4 fairly well defined lines:

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[1] Bradway, Katherine P., and Thompson, Clare W., "Intelligence at Adulthood: A Twenty-Five Year Follow-Up," J. Ed. Psy., 1962, 53, 1-14.

1. Those tests which are primarily adaptations or refinements of the Binet scale, such as the Kuhlmann-Binet, Minnesota Pre-School Scale, Stanford Binet and Yerkes Point Scale.
2. Those tests which are primarily performance scales, such as the Pintner Patterson Performance Scale, Grace Arthur Performance Scale, Merrill-Palmer Scale, and the Goodenough Draw-A-Man.
3. Those tests which are primarily observational scales, such as Cattell's Developmental Scale, Gesell's Developmental Schedule, and Vineland Social Maturity Scales.
4. More recent developments involving concentration primarily on one factor such as Ammons Full Range Picture Vocabulary, Van Alstyne Picture Vocabulary, and Columbia Mental Maturity.

These available tests were evaluated against 3 factors pertinent to our study:

Factor 1. The cultural bias inherent in the test. No test has as yet been devised which is absolutely culture-free, but since the children to be tested had initially been identified as culturally disadvantaged, it was necessary to select measuring instruments which would negate the cultural factor as much as possible.

Factor 2. The necessity for measuring factors related to learning ability, since the purpose of ESAP as stated was "to help children overcome cultural limitations and to enable them to experience success in learning tasks of regular school programs."

Factor 3. Since maximum rapport was essential, the test had to contain material which would be of interest to these children, within their range of experience and short enough to hold their attention.

The Binet-type scales were eliminated for several reasons—among them the length of time required for their administration, the assumption of previous cultural experiences and the variety of activities being tested. The fact that the standardization sample of Terman's revision on the Binet included a disproportionately small number of cases of children of day laborers and showed a distribution skewed in the direction of superiority of occupational status was also a pertinent factor in its elimination.

The performance scales were discarded as they were largely dependent upon motor development and coordination which had been shown to be the least satisfactory area for measuring intellectual development and contingent upon physical maturity to a great extent.

Since the developmental scales were largely observational, dependent upon information from a third party, and not conducive to quantitative scoring, these too were discarded.

Both the Ammons and Van Alstyne Picture Vocabulary tests were rejected because they involved picture or object identification, on the theory that such visual aids introduced elements which had cultural implications which might be foreign to the background of the children to be tested. They also measured visual association rather than verbal production.

Taking the above factors into consideration, the following tests were selected:

1. The Columbia Mental Maturity Scale which is an individually administered scale for ages 3—12 and empirically seems to have as little cultural bias as possible. The test consists of 100 cards arranged in increasing order of difficulty, each of which contains 3 to 5 drawings. The intellectual discrimination required is that of visually perceiving the picture which does not belong with the others. The concepts of forms and color discrimination and spatial relations are also evaluated. The

objects depicted on the cards are, in general, within the range of experience of most children, even for those whose environmental backgrounds may have been limited. The test is easily scored and takes no more than 15—20 minutes administration time.

2. The Verbal Maturity Scale. Since the Columbia is a non-verbal scale, a test was also included to elicit verbal responses. This scale was devised as a means of assessing the child's ability to talk about himself and his environment. It is based on the assumption that a child's ability to understand the spoken word and to express his ideas in thought units, without benefit of picture or object association is a major aspect of communication and the ability to communicate is essential to the learning process. The test is individually administered and the questions have been selected to reflect the breadth and scopes of experiences of pre-school and kindergarten ages (4—6). These questions were drawn from the area of the child's knowledge of himself, his neighborhood, nature, familiar objects and such relationships as quantity and sizes. Words from Gates' list of first 500 words were included in the selection of items used in the scale. The questions are arranged in broad conversational blocks and may be scored for quality as well as accuracy of responses. The questions are brief and the test requires no more than 15—20 minutes for administration.

The order of administering the two instruments was chosen for the ease in establishing rapport where no verbal responses are required, and form and color capture the attention of the young child. Presenting the Columbia Mental Maturity Scale first enables the examiner to follow with the verbal questions of the Maturity Scale with little or no difficulty.

Identification of Potentially Eligible Children

Families within the school neighborhood with children potentially eligible for the project program were identified by the methods described below:

1. Brief letters explaining the program were sent home with children enrolled in the regular school program. A return slip was provided to facilitate the forwarding of needed information to the school. These letters originated in the schools designated as potential project centers as well as in other schools in the immediate neighborhood.
2. "Fliers" announcing the initiation of the program were distributed to participants in the recreation program in one school and through a housing project office in the other school. A return slip was provided to facilitate the forwarding of needed information to the school.
3. Church and lay personnel, identified as leaders in the neighborhood situations, assisted in informing families about the program and designating homes where children eligible for the program might be found. Information gathered was reported to the project coordinator by means of a Child Census Inventory.
4. The project coordinator, the principal of one school and the manager of a housing project examined the files of the housing project to secure names.
5. The school nurses and counselor supplied names.
6. Names were obtained from the files of the Well Baby Clinics of the Baltimore City Health Department.

Development of Parental Understanding

Development of an understanding of the program on the part of parents was attempted by means of the following procedures:

1. Letters were mailed to the homes of each family identified through the procedures described in the preceding section. These letters announced the initiation of the project in a particular school situation and invited the parents to a meeting at which the program would be explained in detail.
2. A meeting was held in each project center school to inform the parents about the purposes of the project and the process for the selection of children.

3. Following a question period during the meeting described above parents were requested to indicate interest or lack of interest in entering their children in the project program. They were assisted in recording their reactions on an Interest Inventory.

4. Follow-up letters were forwarded to families identified as having eligible children, but not represented at the meeting. This letter explained briefly the purpose of the program and the process for selection of children. An Interest Inventory was enclosed to enable the parent to communicate his reactions.

5. Parents who had indicated an interest in having their children considered for the project program received notification of appointment for examination of their child.

6. Senior Teachers and the Coordinator, Vice-Principal or Housing Management Aide made home visits to contact additional families. In the 1962-63 child recruitment effort, this method seemed most productive for the reasons stated below:

   a. Parents talked more freely in their home environments.

   b. Some parents were either unable to respond to written communications or experienced difficulty in doing so.

   c. Interview teams had the opportunity to observe directly:

      (1) the home environment,

      (2) parent-child relationships,

      (3) relationships with siblings present at time of the interview.

   d. Interview teams were able to make some rough assessments of the quality of children's experiences in relation to:

      (1) presence or absence in the home situation of toys, printed materials, t.v., radio, play space, and pets;

      (2) presence or absence in the neighborhood of factors such as play space, play facilities (play grounds, recreation leaders, etc.) or libraries.

7. Interview teams informed interested parents of an appointment for examination of their child, and left in written form the date, time, place for the appointment as well as the procedure for calling the school if a change of time was necessary.

Implementation of the Examination Procedure

In order to determine eligibility for participation in the project, each child was considered in light of age, the kinds and numbers of problems persistent in his family situation, his physical status as evidenced by a rigorous physical examination, and his stage of development as indicated by the results of the Columbia Mental Maturity Test and a Verbal Maturity Test designed by the Division of Educational Testing, Baltimore City Public Schools.

The testing—examination program was initiated on Thursday, January 3, 1963, and continued each day through Friday, January 25, 1963. Sixteen days were devoted to this aspect of the project. January 7 was not devoted to screening activities since staff orientation activities were initiated at that time. Eight days were devoted to examinations in each school.

It was requested that one parent come with the child for the testing session, and that the birth certificate and vaccination certificate of the child be brought to the test session. It was also requested that the parent contact the school if a change of appointment time seemed necessary. The senior teacher, assistant teacher, and the coordinator went to homes of those who did not appear and neglected to contact the school. During this home visit, the mother and child were brought to the school at the appointed time if possible, a new appointment time was designated, if necessary, or the child was brought to the school for the tests and the parent was interviewed in either the home or school at the earliest possible time.

The mental tests were administered prior to the physical examination. Two educational psychologists from the Bureau of Educational Testing, Baltimore City Public Schools, were assigned the responsibility for administering to each child the Columbia Mental Maturity Test and a Verbal Maturity Scale designed by the Educational Testing Services, Baltimore City Public Schools. During the weeks of January 2, 1963, and January 21, 1963, the Columbia Mental Maturity Scale and the Verbal Maturity Scale were individually administered by our staff psychologists to 53 children in the area of School #240. During the weeks of January 7, 1963, and January 14, 1963, the Columbia Mental Maturity Scale and the Verbal Maturity Scale were individually administered by our staff psychologists to 47 children in the area of School #66.

The Baltimore City Health Department nurse assigned to each school, and a doctor from the Department of Maternal and Child Care, Johns Hopkins Hospital, were responsible for the physical examination and for recording examination data. The nurse conducted a medical questionnaire with the parent. This questionnaire was designed to:

1. Obtain a complete medical history.
2. Attempt to identify standards of the family, as regards morals, ethics, relationships, etc.

3. Attempt to identify patterns of parent-child interaction.

4. Provide a gross picture of physical and psychological developments.

The teacher aide and a volunteer assisted the nurse by weighing and measuring the children and giving an eye examination.

The senior teacher and the coordinator used a questionnaire in interviews with parents. This interview supplemented that conducted by the nurse, and it attempted to identify information concerning family structure, family mobility and the experiential backgrounds of children.

The procedure utilized was as follows:

1. Eight children per day were scheduled for tests.
2. Four children were given mental tests in the morning; four children in the afternoon.
3. All eight children were given the medical examination in the afternoon.
4. Each child was given the mental tests prior to the physical examination.

Implementation of the Screening Procedure

Returns from letters and "fliers" from families with children enrolled in the school were evaluated in terms of multi-problems of families. The evaluation teams consisted of the principal, vice-principal, school nurse and counselor. Children who were members of families that could not be classed "disadvantaged" were eliminated from consideration for project enrollment. Also eliminated were children who were members of families that were planning to move out of the neighborhood.

Results of parent interviews were carefully screened in terms of multi-problems of families. This screening was performed by the senior teachers, school nurses and the project coordinator. Children who could not be considered "disadvantaged" were eliminated.

Results of the health questionnaires and the physical examination were evaluated by the examining doctor and nurse. Children were denied eligibility status who evidenced any gross physical impairment that might interfere with learning, such as total hearing loss, or who possessed a history of any chronic condition that might cause frequent and prolonged periods of absence from school. At the O'Donnell Heights School, three children were excluded for physical reasons, while at the Mount Royal School, four children were ruled ineligible.

Personnel from the Bureau of Individual Testing evaluated test results in order to select from the total available four- to five-year-old population in two "disadvantaged" neighborhoods a sample of children who would be representative of each area for admission to the Early School Admissions Program.

The mean and standard deviation for each group on each scale were statistically determined.

A Pearson Product Moment correlation was determined between the two scales in each area.

The mean and standard deviation for each group on the basis of age in months were statistically determined.

The composition of the total groups in regards to sex was noted.

The estimated reliability of both scales was computed for each total group.

Using the random digit number system, a sample of thirty (30) children were selected from each group. Before completing the statistical procedures for these sample groups, 4 cases were eliminated from the sample group at #66 and 5 cases from #240 for other than statistical reasons, necessitating the reselection of a representative sample from each school.

The mean and standard deviation of the final samples on each scale and on chronological ages were determined. A product moment correlation was computed between the tests in each of the sample groups.

The significance of difference for each scale and for chronological ages between the total and sample means of each group and between the total and sample standard deviations for each group was computed.

Note: It was not possible to identify a control group from either population. Of the 53 children tested in School #240, 30 were included in the sample group. Of the remaining 23, 3 were eliminated for health reasons, 4 because they had not appeared for physical examinations, and 2 because they were not "disadvantaged" according to the previously determined criteria. Of the 47 children tested in School #66, 30 were included in the sample group. Of the remaining 17, 5 were eliminated by the doctor for health reasons, 2 because of moving out of the area, and 2 because it was determined that they were not "disadvantaged."

Testing Results

1. On the toal group tested at School #240, the mean on the Columbia Mental Maturity Scale was 23.01 with an S.D. of 13.77 and the mean on the Verbal Maturity Scale was 30.11 and an S.D. of 14.83.

   On the total group tested at School #66, the mean on the Columbia Mental Maturity Scale was 23.72 with an S.D. of 13.65 and the mean on the Verbal Maturity Scale was 25.21 with an S.D. of 10.15.

2. The correlation between the two tests at School #240 was .63.

   The correlation between the two tests at School #66 was .563.

3. At School #240 the mean age in months was 58.28 with an S.D. of 3.41 months. There were 25 boys and 28 girls in the group.

   At School #66 the mean age in months was 59.36 with an S.D. of 3.15 months. There were 26 boys and 21 girls in the group.

4. The mean and standard deviation for the final samples were then calculated. On the sample group at School #240 the mean for the Columbia Mental Maturity Scale was 22.47 with an S.D. of 12.29. The mean for the Verbal Maturity Scale was 30.77 with an S.D. of 14.53.

   On the sample selected from the total group at #66, the mean on the Columbia Mental Maturity Scale was 24.16 with an S.D. of 13.31. The mean on the Verbal Maturity Scale was 25.13 with an S.D. of 10.00.

5. The mean age in months for the sample at #240 was 57.76 with an S.D. of 3.10. This sample included 13 boys and 17 girls.

   At School #66, the mean age in months was 59.16 with an S.D. of 2.40. In this group there were 18 boys and 12 girls.

6. The correlation between the two tests for the sample group at #240 was .647.

   The correlation between the two tests at #66 was .562.

7. No significance of difference was found in the means or standard deviations for the scales or ages between each total group and its sample. Therefore, the sample groups were taken as representative of each of the total groups tested.

8. The estimated minimum reliability by the K-21 formula for each scale for each total group was as follows:

School #66	N—47	Columbia—.93649
School #66	N—47	Verbal —.89659
School #240	N—53	Columbia—.92368
School #240	N—53	Verbal —.95999

Conclusions. The statistical analysis of the results of the Columbia Mental Maturity and Verbal Maturity Scales, administered in the screening process, indicate that a measure of the maturity level of the available population previously identified as disadvantaged was obtained and that the sample selected was typical of this population.

The low correlation between the two tests indicate that the Columbia Mental Maturity Scale and the Verbal Maturity Scale measure relatively different factors in the maturity process.

Note: The information presented in Items 1-6 inclusive appears in Table IV. The information presented in Item 7 appears in Tables V, VI, VII and VIII.

TABLE IV

Pilot Study—Early School Admissions Program, 1962-63

Means and Standard Deviations of the Results of the Columbia Mental Maturity and Verbal Maturity Scales Administered to the Available Population of 4 and 5 year olds in Two Culturally Disadvantaged Neighborhoods of Baltimore City 1-1963 (Schools #66 and #240)

	Columbia Mental Maturity		Verbal Maturity		Age in Months		Sex		Correlation Between Tests
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Boys	Girls	
School #240 Total N—53	23.01	13.77	30.11	14.83	58.28	3.41	25	28	R = .63
School #240 Sample N—30	22.47	12.29	30.77	14.53	57.76	3.10	13	17	R = .65
School #66 Total N—47	23.72	13.65	25.21	10.15	59.36	3.15	26	21	R = .56
School #66 Sample N—30	24.16	13.31	25.13	10.00	59.16	2.40	18	12	R = .56

TABLE V

Pilot Study—Early School Admissions Program, 1962-63
Significance of Difference of Means (School #66)

	Total Mean_1	Sample Mean_2	Std. Error M_1	Std. Error M_2	Std. Error Diff. of Means	t*
Columbia Mental Maturity	23.72	24.16	1.99	2.47	3.17	.14
Verbal Maturity	25.21	25.13	1.48	1.86	2.37	.03
Age in Months	59.36	59.16	.46	.45	.64	.31

*No differences were found to be significant as determined by the t test.

TABLE VI

Pilot Study—Early School Admissions Program, 1962-63
Significance of Difference of Standard Deviations (School #66)

	Total Std. Dev._1	Sample Std. Dev._2	Std. Error of Std. Dev._1	Std. Error of Std. Dev._2	Std. Error Diff. of Std. Dev.	t*
Columbia Mental Maturity	13.65	13.31	1.41	1.75	2.24	.15
Verbal Maturity	10.15	10.00	1.05	1.31	1.68	.09
Age in Months	3.15	2.40	.32	.32	.45	1.66

*No differences were found to be significant as determined by the t test.

TABLE VII

Pilot Study—Early School Admissions Program, 1962-63
Significance of Difference of Means (School #240)

	Total Mean_1	Sample Mean_2	Std. Error M_1	Std. Error M_2	Std. Error Diff. of Means	t*
Columbia Mental Maturity	23.01	22.47	1.89	2.28	2.96	.18
Verbal Maturity	30.11	30.77	2.04	2.70	3.38	.19
Age in Months	58.28	57.76	.47	.58	.74	.70

*No differences were found to be significant as determined by the t test.

TABLE VIII

Pilot Study—Early School Admissions Program, 1962-63
Significance of Difference of Standard Deviations (School #240)

	Total Std. Dev._1	Sample Std. Dev._2	Std. Error of Std. Dev._1	Std. Error of Std. Dev._2	Std. Error Diff. of Std. Dev.	t*
Columbia Mental Maturity	13.77	12.29	1.34	1.61	2.10	.71
Verbal Maturity	14.83	14.53	1.44	1.91	2.39	.13
Age in Months	3.41	3.10	.33	.41	.52	.59

*No differences were found to be significant as determined by the t test.

As a result of the screening process, a group of thirty children were identified for the project center in each school. At the Mount Royal School an integrated group of 13 girls and 17 boys were selected to participate in the project, while at the O'Donnell Heights School a totally white population of 17 girls and 13 boys were identified for the project class.

The number of children excluded, as well as the reasons for exclusion, appear in Table IX.

TABLE IX

Reasons for Excluding Children From Early School Admissions Project, 1962-63

	Mount Royal School	O'Donnell Heights School
1. Not "disadvantaged"	2	2
2. No physical examination	1	4
3. Physical disability	4	3
4. Removal from neighborhood	2	3
5. Incomplete test results	1	-

Evaluation of Screening and Selection Procedures

January 30, 1963. The evaluation meeting was attended by the Senior Teachers, the Doctor, the Nurses, the Coordinator of testing personnel, and the Project Coordinator. Concensus concerning needed revisions follows.

Total Screening Process:

1. Identify children early.
2. Identify larger number of children

   There is a need to insure experimental group (30), control group (30) and back-up group to care for attrition.
3. Allow at least two full months for screening, if possible.
4. Provide more comfortable and appropriate waiting space in terms of ample provision for seating and provide toys, puzzles, crayons, etc. for children.
5. Provide receptionists from corps of volunteers to greet parents and children and guide them to the waiting space, and to assure correct order of experiences for each child.
6. Note on appointment notification the necessity for bringing vaccination and birth certificate.

Physical Examinations.

1. Schedule on days when other services are not available in the school (dentist, etc.). This assures ample room and lack of confusion in health suite.
2. Assure privacy by relieving nurse from responsibility of routine school calls.
3. In a pre-training period, teach a corps of volunteers to handle vision test, weigh and measure procedure, and urine analysis.

Mental Tests. Provide individual rooms for testers.

CHAPTER V

THE INSTRUCTIONAL PROGRAM

The Early School Admissions Project has two major objectives relative to the instructional program. These objectives are: (1) to help children from depressed areas overcome those academic handicaps which otherwise would confront them upon their entrance to regular elementary school programs, and (2) to determine those learning experiences needed to overcome limitations imposed by factors in the environments of the children.

If children of limited backgrounds are to develop the desire to learn and the skills required for educational progress, it is important that a sensory-rich learning environment be provided to arouse interest, stimulate thinking, and provoke questioning. A warm, accepting classroom atmosphere is needed to dispel fear and to enable children to develop feelings of "belongingness," self-confidence, adequacy, and security. Within this setting, project staff members are working to build an educational program based upon specific goals.

It is hoped that the work of the project will develop learning situations for children of limited backgrounds that will foster the achievement of the following goals: (1) the development of communication skills; (2) the development of the ability to think quantitatively; (3) the development of aesthetic values through experiences in art, literature, and music; (4) the fostering of good health and furthering of physical development; (5) the development of an understanding of self and a wholesome self-concept; and (6) the development of an awareness and an understanding of the environment. Experiences, needs, and abilities of the children will determine the nature and level of difficulty of the activities selected for the instructional program. Guidelines for curriculum development appear in the brochure An Early School Admissions Project, July 1, 1962, pp. 37-47. These guidelines provide a base for curriculum planning, but are not intended to be restrictive, for it is important that educational experiences be developed in terms of the needs and abilities of the children for whom they are intended. The curricula that will emerge from the project centers may reveal both common and divergent aspects, but they should represent action research at its best.

It would be neither possible nor practical to attempt to present complete records of the educational experiences that have been developed in the two centers during the period from February, 1963 through June, 1963. However, it seems important to identify major points of emphasis which have permeated the instructional program. Several examples follow:

Emphasis	Typical Activities
Children have been provided with a wealth of actual experiences in order to develop an awareness of both immediate and extended environments, to extend knowledge concerning persons and objects within the environment,	1. Observe traffic near the school to observe kinds of vehicles, size, shape, color of vehicles, and response of vehicles to traffic controls. 2. Observe demolition of buildings in school neighborhood to note procedures involved, machinery used, necessary personnel, and necessary safety precautions.

Emphasis

and to develop skills of observation, description, and organization. These actual experiences are not isolated, but are developed as an integral part of a larger center of interest. Real experiences are extended and reinforced by means of vicarious experiences provided through books, films, filmstrips, other mass media, and resource personnel who visit the classrooms to work with the children.

Great importance has been placed upon sensory perception in order to improve the quality of experiences. Sensory perception is part of every experience, and it would be impossible for teachers to control every facet for each child during every moment that he is in school. However, barring physical impairment, particular attention to specific skills at given times

Typical Activities

3. Visit the airport to observe kinds of planes, simple parts of planes, physical plant of airport, and personnel.
4. Visit a greenhouse to note variety of plant life and the characteristics which distinguish one kind of plant from another.
5. Visit a pet store to purchase a pet. Note variety of animals available, and care given pets. Learn about one means by which a pet is acquired.
6. Care for pets in the classroom and assume responsibility for caring for a pet in the home at times when school is closed.

Hearing

Children who live in crowded, noisy quarters often learn to "close out" sound. Learning to listen is important.

1. Listen to sounds in the environment and identify their source. Describe them.
2. Listen to sounds made by familiar objects (ball bouncing, scissors, egg beater, etc.). Relate source to sound after sound is produced behind a screen.
3. Identify familiar songs as a result of hearing part of the melody.
4. With eyes closed, listen to a classmate's voice. Identify the speaker.

Emphasis

may improve the ability of the individual to utilize more fully the sensory avenues for learning.

Typical Activities

5. Listen to tape recordings of familiar voices and identify the speaker.
6. Identify differences in rhythm, pitch, and tempo in familiar songs and music.

Touching

1. Touch articles; learn to describe "feel" of surface texture.
2. Compare textures.
3. Classify objects according to texture.
4. After many experiences, begin to relate texture characteristics with certain materials (plastic, marble, wood, metal, etc.).

Seeing

1. Identify objects by sight, using size, shape and color to assist identification.
2. Note details of an object.
3. Compare objects (size, shape, color, function).
4. Note gross differences in similar objects.
5. Note fine differences in similar objects.
6. Note gross and fine differences in a series of objects.

Smelling

1. Learn to relate odor to its source (fruits, vegetables, smoke, etc.).
2. Learn to note similarities and differences in odors.

Emphasis	Typical Activities
	Tasting 1. Learn to relate taste to its source (fruits, vegetables, jelly, etc.).
Attention has been focused upon helping children understand simple concepts of time and space.	1. Compare sizes of buildings while on a trip. 2. Identify landmarks and use as guides on the way to and from school. 3. Decide upon best locations in the room for needed materials. 4. Decide how many children can be accommodated within a given space. 5. By sight, select suitable sized box to make home for a toy animal. Test accuracy of selection by checking to see whether or not the animal fits into the box. 6. During discussions and planning activities, guide attention to appropriate use of today, tomorrow, yesterday, long ago, right now, when you were very little, etc.
Opportunities have been provided which encourage divergent thinking on the part of children.	1. Decide the different ways in which one can move to get from one end of the room to another. Demonstrate. 2. Decide the different uses which can be made of familiar objects (large block, clothespin, mail, etc.).

Great stress has also been placed upon frequency and continuity of experiences in the hope that desired habits may be reinforced. For example, in both centers, staff members have been working to create an interest in books as sources of both pleasure and information. Each project center has a supply of ninety-five children's books which will be augmented from time to time. Children have access to these books, and staff members utilize them extensively in the program. Project center schools are equipped with school libraries which the children visit and can use on a scheduled basis. Use of the school library and involvement of the librarian will be developed to a higher degree during 1963-1964. The children in one center visited a branch of the public library at regularly scheduled times for "story hour" experiences. In preparation for this activity, the librarian visited the class to become acquainted with the maturity levels of the group, the ability of the children to sustain attention, and the ability of the group to follow directions. The children were accompanied on their visits by parents and staff members. The children not only listened to stories, but looked at books and selected books to be taken back to school. Children whose parents had obtained library cards were able to select books to take home. It is planned that this experience will be continued for these children during their kindergarten and first grade experiences. Books are not always readily accessible to children in depressed areas. It is hoped that these children will learn to use the library regularly.

Permeating the entire instructional program is attention to vocabulary development, for a wealth of words which can be understood and used provide the medium which enables an individual to describe and summarize his experiences accurately and to understand vicariously the experiences of others. Attention to vocabulary is illustrated below by means of samples from teaching plans.

Table X
Typical Daily Plan

Monday - February 25, 1963

Skill: Auditory Discrimination

1. Recognize sounds that have been heard.
2. Reproduce sounds that have been heard.

Procedure:

1. Listen attentively to sounds made by teacher behind screen, such as opening and closing scissors, beating drum, tearing newspaper, striking triangle, bouncing ball, turning egg beater, and tapping rhythm sticks.
2. Identify source of sound after teacher operated object behind screen. Reproduce sound to check accuracy.
3. Language Development

ripping
hammering
tapping
ringing
tinkling
banging
beating
snipping

Table XI
Typical Long Range Plan

Area Studied	Trips	Vocabulary
Planting seeds, bulbs	Greenhouse, Druid Hill Park	seed, sift, sprinkle, fertilizer, soil
Traveling in and Around Our Community Trucks Trains Boats Airplanes	Harbor Friendship Airport	trailer trucks, dump trucks, cement trucks, bulldozers, tow trucks, snow plow engine, locomotive, caboose ships, sails, tugboat, motor boat, freighter pleasure, special, important pilot, co-pilot, tail, wings, hangar
Area of Interest		
Interest associated with Spring - birds, wind, rain, clouds, lightning, thunder	Outdoors to observe	invisible disappear damp splash clouds burst heavy robin sparrow
Food and homes for the pet we have in our room		cabbage carrots lettuce pellets

Table XII
Typical Daily Schedule - Half Day

Time	Activity
8:30 a.m. - 9:15 a.m.	Greeting children, health examination, self-selected activities
9:15 a.m. - 10:00 a.m.	Varied activities (Discussion, language experiences, trips, experiences in relation to science, health, safety, social studies, number, music or literature)
10:00 a.m. - 10:30 a.m.	Washing and clean-up activities, snack
10:30 a.m. - 11:15 a.m.	Work with art and construction activities
11:15 a.m. - 11:30 a.m.	Music or literature
11:30 a.m. - 12 noon	Supervised play

The afternoon session is utilized by the teaching staff for:

1. Making home visits.
2. Conferring with parents, individually or in small groups.
3. Meeting with large groups of parents.
4. Conferring with resource personnel from the community.
5. Arranging for trips.
6. Organizing records.
7. Group planning and preparing for teaching responsibilities.

Table XIII
Typical Daily Schedule - Full Day

Time	Activity
8:30 a.m. - 9:15 a.m.	Greeting children, health examination, self-selected activities
9:15 a.m. - 10:00 a.m.	Varied activities (Discussion, language experiences, trips, experiences in relation to science, health, safety, social studies, number)
10:00 a.m. - 10:15 a.m.	Literature or music
10:15 a.m. - 10:45 a.m.	Washing and clean-up activities, snack
10:45 a.m. - 11:30 a.m.	Work with art and construction activities
11:30 a.m. - 12 noon	Supervised play
12 noon - 12:15 p.m.	Music or literature
12:15 p.m. - 12:30 p.m.	Washing and clean-up activities
12:30 p.m. - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Rest
2:00 p.m. - 2:30 p.m.	Additional experiences related to science, social studies, health, number
2:30 p.m. - 3:00 p.m.	Supervised play

Note: Activities with parents and planning activities for the program were carried on both after school and during rest periods of children.

CHAPTER VI

RECORD KEEPING

Record keeping constitutes a significant aspect of the work of the project staff, for growth of children cannot be ascertained adequately nor can decisions be reached concerning value of educational experiences unless adequate records are available. Records have been maintained in a number of areas.

Records of Staff Meetings

Outlines of the content of staff meetings have been recorded. In addition, the content of most of the meetings has been taped. This procedure enables the staff to have transcriptions of the actual content of significant sessions.

Records Pertaining to Pupil Personnel

Each child screened for the project has a folder in which information is filed concerning results of his medical and mental examinations, his status in the project (experimental group, control group, back-up group, excluded) and evidence of attendance and progress if enrolled.

1. One index of growth included in the file is the Maturity Profile, An Evaluative Scale for Four to Six Year Olds. This device, developed by the Elementary Division of the Baltimore Public Schools, consists of thirty-one items which guide a teacher in estimating the level of maturity of a child in relation to various aspects of physical, mental, social, and emotional development.
2. Check lists are maintained to indicate progress in vocabulary and language development, number understandings, visual discrimination, auditory discrimination, and the use of materials.

3. Anecdotal records are being maintained, and can be used for a variety of purposes.

   a. These records can indicate a child's level of concept development and can assist the teacher in the identification of the interests and needs of individuals. For example:

      During the "self-selected activity period," Richard was playing with the plastic inflated duck. He vigorously knocked it over each time the toy bobbed back into an upright position. After a period of time, the toy began to return to position more slowly, and the head began to hang to one side as air began to leak from the toy. Richard picked the toy up, examined it closely, then ran to the teacher saying, "Hey, this thing is running out of air!"

      "What makes you think so?" responded the teacher.

      "Cause," Richard answered. "Look! His neck is getting flat and won't stand up, and the bottom is getting all squishy."

      "What can we do about this?" asked the teacher.

      After thinking a moment Richard answered, "Hey, I know. We'll have to get one of those things that goes like this. (Moved up and down, dramatizing the use of an air pump.) Then we can put more air back in. But I want to knock all the air out first so it will be empty." He began to hit at the toy and push on it.

      Richard knew that:

      1. Air inflated the toy.
      2. The toy became deflated as air left it.
      3. The toy could be reinflated by use of an air pump.
      4. Air could be removed from the toy by pushing on it to force the air out.

   b. Anecdotal records can provide information about a child's experiential background.

During snack time the children were served cocoa and toast. While Jacqueline ate her toast she looked curiously at her cocoa but made no effort to drink it. As the cocoa cooled a skim began to form over the top of it. The teacher said, "Jacqueline, taste your cocoa. It's so very good."

Jacqueline looked over the top of the cup, then looked at the teacher and said, "Will you take the paper off the top for me?"

c. Understanding of behavior and emotional problems was fostered by means of these records.

Records of Educational Experiences

1. Each teaching team maintains a daily plan book in which are recorded the major aspects of the program for each day. This record provides an overview of the instructional program of a given center.
2. Recorded long-range plans provide a summary of major content areas developed with a group of children. These records indicate content, vocabulary, skills, and teaching materials which have constituted educational experiences.
3. Detailed descriptions of selected learning experiences are being amassed. Descriptions are prepared for experiences that are experimental in nature or that pertain to an area of special emphasis. Tape recordings are made of these lessons also. This technique provides a means for analyzing and evaluating teaching-learning situations.
4. Each teaching team maintains records of trips, visits of resource personnel, and other enrichment experiences.

Records of Parental Activities

Outlines of the content of group activities are kept on file with copies of all materials that are distributed to parents. Tape recordings have been made on several occasions when the content of the meeting indicated that it might be valuable to record actual parent responses for future reference.

Major points of discussion are recorded for individual parent conferences.

CHAPTER VII

PARENT INVOLVEMENT

The Early School Admissions Project recognizes the importance of parental understanding of the values of education and is endeavoring to enable parents to assume greater responsibility for the education of their own children.

Parents of children who live in depressed areas are not always "school oriented." They may have been frustrated and unhappy in their own school experiences. Some of them sense limitations that have resulted from meager educational experiences and, as a result, find the school environment uncomfortable. Nevertheless, most of the parents of the project center children seem interested in the welfare of their children and hope that opportunities for education can be made available to them. The interest of these parents is evidenced by their willingness to:

1. Keep appointments for examinations.
2. Accept the responsibility for changing appointments when necessary.
3. Lose time from work to appear for examination appointments or meetings.
4. Accept the responsibility for helping children maintain regular attendance.
5. Care for physical needs of children to the best of their ability.

However, these are not parents who can be expected to gain either enthusiasm or insight through lectures, organized meetings, or other formal "student" activities which might demand an unrealistic level of scholarship and concentration. No effort has been made to conduct parent education classes in the traditional manner. Instead, parent activities have been informal and unstructured during this first phase of the Early School Admissions Project.

Parents have been involved in the work of the project in the following ways:

1. They have discussed their children's growth informally with the teachers at the beginning or end of the school day.
2. Home visits have provided opportunities for rapport to be established between parents and teachers.
3. Individual conferences between parents and teachers have been held in the school.
4. Parents have visited the school to watch their children at work. Visitation may occur on the part of individual parents or may involve groups of parents. The value of the learning experience is interpreted for and discussed with the parents.
5. Parents accompanied children on trips. For some parents, some trips constituted new experiences.
6. Activities were planned for the total parent group on the average of once a month.

   In one center, a series of meetings was related to eating habits of children. At one session, the cafeteria manager demonstrated preparation of foods typically served in the homes of the children. The demonstrations emphasized food preparation in terms of ease of handling on the part of children, sensibly sized portions for young children, and attractiveness of food service. As a follow-up activity, parents were invited to eat lunch in school with their children.

   A different group of parents weregiven specific guidance concerning ways in which they might use simple objects found in their homes to help their children to extend their understandings of numbers.

   These meetings were planned in response to questions that had been raised by parents.

7. Group discussions were held concerning aspirations held by parents for their children One of these discussions was stimulated by brief anecdotes from the lives of famous persons who had overcome adversity to achieve success.

8. Group discussions were held in which parents evaluated the learning they noted on the part of their children. They identified the following kinds of growth:

    a. Children "get along" better with other children

    b. Children are not afraid to talk to adults.

    c. Children can talk about more things, know how to do more things, and know how to tell many different stories.

    d. Children use many more words to express their ideas.

CHAPTER VIII

INVOLVEMENT OF VOLUNTEERS

During the school year 1962-1963 volunteer staff members made invaluable contributions to the work of each center. The volunteer was "an extra pair of hands" to assist the staff with routine duties such as organizing materials,helping children with dressing and toileting, and assisting with the routines of snack, lunch, and play periods. Moreover each volunteer brought to the center abilities and skills that extended experiences for children. Through their interests and efforts, children became acquainted with a variety of musical instruments, innumerable pets, a wide range of literature, samples of plant life that would otherwise have been unavailable to them, and toys that extended concepts that were being developed. One volunteer introduced children to the joys experienced while making and using play dough. Frequently volunteers identified worthwhile trips related to learning experiences or assumed responsibility for arranging visits by resource personnel. Purposeful materials were added to classrooms as a result of alert sensitivity on the part of volunteer workers. Perhaps the most significant aspect of volunteer assistance was the warm, interested contacts developed with individual children. The volunteer listened to and conversed with children who, in some instances, had experienced very limited verbal contacts with adults. One child who was extremely withdrawn at the beginning of his school experience was in June beginning to participate in group activities, due largely to the efforts of an interested volunteer. This deep interest in individuals enabled some volunteers to maintain anecdotal records. Dedication and a deep sense of responsibility characterized the work of the volunteers during the first phase of the project.

CHAPTER IX

A FORWARD LOOK—1963-1964

The Early School Admissions Project will be expanded in the fall of 1963 and will operate in four school-related centers. In addition to the centers in the Mount Royal and O'Donnell Heights Schools, a center will be opened in the Lexington Terrace School, which is located in the central core of Baltimore City, and a fourth center will become operative in the Cherry Hill Elementary School, located in the southern area of the city. The four centers thus operating will include: (1) a center located in a racially integrated neighborhood; (2) a center located in a predominantly white neighborhood; and (3) two centers located in predominantly Negro neighborhoods.

Two centers will operate all day, the other two on a half-day schedule for children.

Pupil Selection

Children eligible for participation in the project will be identified and screened during the period from May through September, 1963. Interview forms to be used during the screening session have been revised to simplify recording and to make possible the mechanical summarization of pertinent information. A research study has been organized to evaluate identification techniques. The design for this study can be found in Research Design for Evaluating Project Help, Baltimore City Public Schools, March 15, 1963, pages 17-25.

Volunteer Participation

During 1963-1964 volunteers will again be recruited from the membership of the Baltimore Council of Parent Cooperatives, Baltimore Section of the National Council of Jewish Women, and the Young Women's Christian Association. It is anticipated that the orientation period for volunteers will:

1. Cover a longer period of time in order to enable personnel to develop understandings concerning all aspects of the project program.
2. Enable volunteers to become more thoroughly acquainted with the children, staff, and facilities and routines of the center prior to active participation in the center.
3. Provide personnel with material that can be compiled to form a handbook which will summarize major points of emphasis of the orientation sessions.

Project Staff

Additional staff members will be selected prior to July 31, 1963.

During 1962-1963 the project staff related in particular to the kindergarten and first grade teachers of the regular school staff in each center. Conferences were held in order to promote understanding of the goals and content of work at each level, to emphasize the importance of the interrelatedness of the levels, and to encourage exchange of ideas concerning content, skill development, and record keeping. Opportunities were also provided for intervisitations so that teachers might observe application of practices that had been discussed and become familiar with the developmental levels of children. Close cooperation between project and regular school staff is imperative if early experiences in the regular school program are to provide extension rather than repetition of experiences for project children. The practice of joint staff activities will be continued and expanded in 1963-1964. In addition, the project coordinator will assume supervisory responsibilities for working with teachers on the regular school staff who work with project children as they advance into the regular elementary classes.

It is hoped that during 1963-1964 staff members will have more opportunities to visit one another and to participate in project-related activities with community personnel.

Food Service

At the beginning of the program very little food was consumed by the children. The typical pattern followed was to consume milk but to avoid eating the food. Few children utilized forks or spoons; the majority of the group used their hands exclusively, for eating. By June, 1963, all children were eating all of the foods served and, in the case of the full day program, were consuming a completely balanced lunch. Many children were requesting and eating second helpings. Children have learned to use a fork and a spoon and to eat the main dish first and dessert last. Conversation is an integral part of meal time. The cafeteria packed a lunch for children who took a trip and were unable to return in time for lunch.

In 1963-1964 food service will continue to be organized in the manner previously described. Different plans will have to be devised to arrange for snacks at the Lexington Terrace School since there will be no operating cafeteria in that school during 1963-1964.

Parent Involvement

Experiences of project personnel have led to certain conclusions about work with parents in 1962-1963:

1. The most productive work with parents seemed to be that which involved a one-to-one relationship with the teacher, where immediate concerns of the parents could be discussed.
2. Group meetings were better attended when the content related to questions that had been raised by parents. Greater participation on the part of parents was possible when the organization of the meetings was informal.

During 1963-1964 it is hoped that:

1. Possibilities for home visitation will be expanded.
2. More intimate knowledge of school communities will enable the staff to plan more meaningful activities for parents.
3. Community resources may be utilized more fully to assist parents with their needs and their problems.

Instructional Program

One of the major concerns of the Early School Admissions Project is the identification of learning experiences needed to overcome environmental limitations of children from depressed areas. Much exploration and experimentation in this area is necessary before any sound conclusions can be drawn. Listed below are a number of questions which bear directly upon curriculum development:

1. What standards of attainment should be achieved by children with limited backgrounds?
2. Can all the forces and influences which affect the school curricula be identified and their impacts assessed?
3. Effective curricula for children from depressed areas must still operate within time limits. Is it possible to develop effective curricula for children with limited backgrounds with a reasonable expenditure of time and money?
4. Negative attitudes of parents and other community adults adversely affect pupil in-school learning. Is it possible to develop school curricula which neutralize negative parental attitudes concerning the value of education?
5. In curriculum development for children with limited backgrounds, what are the roles of the teacher, the psychologist in learning and concept development, the subject specialist, and the sociologist?

During 1963-1964 staff members will continue to seek ways to assess the experiential backgrounds of children, explore ways to identify strengths and needs of children, and strive to determine the kinds of learning experiences which can best fulfill indicated needs. Detailed descriptions of learning situations will continue to be amassed. These descriptions will include the goal served, the skill to be developed, the teaching procedure followed, and the instructional materials used. In order to evaluate each learning situation properly, information will be secured from lesson plans, tape recordings of actual lessons, anecdotal records, teacher-made tests, pupil check lists, and samples of children's work.

A research study in the area of curriculum development has been prepared by the Bureau of Research and can be found in Research Design for Evaluating Project Help, Baltimore City Public Schools, March 15, 1963, pages 49-57.

Growth of the Children

In February, 1963, thirty children were identified for participation in each of the two project centers. At the O'Donnell Heights School the group of thirty was maintained until June, 1963, when two children dropped out. Six children were replaced at various times during the semester in order to maintain a group numbering thirty children at the Mount Royal School. In addition, two children withdrew early in June, 1963. Each group numbered twenty-eight at the close of school.

Attendance for the year in the two centers averaged 84% for one center and 85% for the other. At the Mount Royal School two children had perfect attendance.

Growth Based on Teacher Judgment

To estimate growth of children, teachers used the Maturity Profile, check lists, anecdoctal records, teacher-made tests, and samples of children's work. Every child evidenced growth, but degrees and kinds of growth varied with individuals. The most apparent growth occurred on the part of those children who had been most withdrawn at the beginning of the semester.

One child exhibited growth within the classroom situation that was in no way evidenced by his test scores. This child appears to have emotional problems that will need special attention.

In general, teachers identified the following kinds of growth:

1. Children understand and use a greater number of words.
2. Children effectively use a wider range of materials.
3. Children ask more questions and are more anxious to participate in "new" activities.
4. Children work and play together more cooperatively.
5. Children are able to pursue individual interests with less support from adults.
6. Children seek to converse to a greater extent with both other children and adults.
7. Children can care for their personal needs with less assistance from adults.
8. Children can follow directions with greater ease.

Growth Evidenced by Test Results

At the end of five months experience in the project centers, the children were re-tested in order to:

1. Determine the extent of gain and to ascertain aspects of growth and development in reference to the measuring instruments.
2. Determine association of these instruments with teachers' estimates of levels of maturity found at the end of the sixteen-week program.

During the first two weeks in June, 1963, those children remaining in the two groups (twenty-eight at each school) were retested on the Columbia Mental Maturity Scale and the Verbal

Maturity Scale by qualified educational psychologists from the Individual Testing Section.

The mean and the standard deviation were computed for each group on each test, and the statistical significance of the group differences between the results of the pre- and post-testing. (See Tables XIV and XV.)

Individual growth on each instrument was ascertained. (See Figures 1, 2, 3, and 4.)

The children were also evaluated by their teachers on the "Maturity Profile—An Evaluative Scale for Four- to Six-Year-Olds" developed by the Baltimore Public Schools.

The "Maturity Profile" consists altogether of thirty-one items. For the purposes of this study there were extracted from the Profile eight (8) items which it was felt described Verbal Maturity, three (3) items which described Perceptual Maturity, and two (2) items which described Quantitative Maturity. The remainder of the items, which described physical and emotional maturity, were not used.

Inter-correlations for eight (8) variables were computed on the populations at School #66 and School #240. These variables were as follows:

Test	Variables
A. Columbia Mental Maturity Test	Initial Test Post Test
B. Verbal Maturity Scale	Initial Test Post Test
C. Maturity Profile Test	Perceptual Maturity Test Verbal Maturity Test Number Maturity Test

The results shown in Tables XIV and XV indicate that the group gains at both schools on both tests are highly significant. On the Columbia Mental Maturity Scale, at School #66 the mean score on the initial test was 25; on the post-test it was 45—a gain of 20 points. At School #240 the mean score on the initial test was 22; on the post-test it was 39—a gain of 17 points. Both of these gains are well above the 1% level of significance. When differences are as great as these they cannot plausibly be attributed to chance.

On the Verbal Maturity Scale at School #66 the mean score on the initial test was 24, and on the post-test was 39—a gain of 15 points. At School #240 the mean score on the initial Verbal Maturity Scale was 32, and on the post-test was 41—a gain of 9 points. Both gains are highly significant and again indicate that the differences cannot plausibly be attributed to chance.

There was no significant difference in the variability of the groups from initial testing to post-testing at either school (Tables XIV and XV). The groups were relatively the same in homogeneity on the pre- and post-testing on both variables.

The children who participated in the program were not selected on the basis of their test scores; they were chosen as being representative of the available population in each area. The premise is that in children of this age-group the rate of development from hour to hour, day to day, and week to week is so great that any arbitrary standard of desired performance imposed upon their selection presupposes a stability of performance or mental maturity which is not a normal characteristic of a four- or five-year-old.

The results, as indicated in Figures 1, 2, 3, and 4, show that this premise is sound. In children of this age much potential is still dormant and there is no way to estimate at time of initial testing the amount of gain each child will make.[1] Except for a few isolated chance cases all individuals gained from initial testing to post-testing on both tests, and in several cases the gains were substantial. The major proportion of the larger gains made on the post-tests was made by those individuals who had the lowest scores on the initial test. This is a phenomenon well recognized at all levels of statistical studies. At the present time there is no formula available for translating raw-score gain into relative gain.

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[1] The three cases at School #240 who would not respond at all on the initial Verbal Maturity Scale well illustrate this point. On the retest, one still did not respond; one made some growth; and one scored above the final group-average. These three were equally below average on their initial Columbia Mental Maturity scores.

The correlations between teachers' ratings and test scores at both schools were statistically significant. It can be assumed that the tests are reflecting whatever is involved in the teachers' ratings.

At School #66 the "V" factor on the Maturity Profile showed a correlation of .61 with the initial Verbal Maturity Scale and .62 with the final. It showed a correlation of .47 with the initial Columbia Maturity Scale and .48 with the retest (Table XVI)

At School #240 the "V" factor on the Maturity Profile correlated .74 with the initial Verbal Maturity Scale and .76 with the retest. It showed a correlation of .44 with the initial Columbia Mental Maturity Scale and .56 with the retest (Table XVII).

It was assumed that there was a rating "halo" operating because of the high inter-correlations between the "V," "P," and "N" factors on the Maturity Scale. Therefore, the "V" factor was considered as most representative of the results of what the teacher had been working with (Tables XVI and XVII).

Summary

While the present study revealed significant group and individual gains, generalizations about these gains cannot be made at this time, since they were only observed within an experimental group. No control group was available against which to check the results. The Project will be repeated in the school year 1963-64 and it is hoped that a sufficient population will be available from which an experimental and a control group may be drawn.

As the reliability of teachers' ratings as a criterion can always be questioned, it is hoped that a more objective criterion can be developed. It is planned to re-design the present rating scale so as to secure a more objective estimate of maturity. This will involve incorporating descriptive divisions of each item in place of the "very low," "low," "average," etc., now being used.

TABLE XIV

Pilot Study—Early School Admissions Program, 1962-63
Statistical Significance of Differences Between Initial and Post-Test Columbia Mental Maturity Scale

A. Means

School	N	M_1	Std. Error M_1	M_2	Std. Error M_2	Std. Error Diff. of Means M_2-M_1	Test of Significance*		
							t	p	Interpretation
#66	28	25.11	2.54	45.04	2.76	2.26	7.55	$<.001$	Highly significant
#240	28	21.68	2.49	38.68	2.53	2.41	7.06	$<.001$	Highly significant

B. Standard Deviations

School	N	$S.D._1$	Std. Error $S.D._1$	$S.D._2$	Std. Error $S.D._2$	Std. Error Diff. of S.D. $S.D._2$-$S.D._1$	Test of Significance**		
							t	p	Interpretation
#66	28	13.22	1.77	14.34	1.92	2.25	.50	$>.5$	Not significant
#240	28	12.92	1.73	13.13	1.75	2.07	.10	$>.5$	Not significant

*One-tailed test, $t_{.05} = 1.70$
**Two-tailed test, $t_{.05} = 2.05$

TABLE XV

Pilot Study—Early School Admissions Program, 1962-63
Statistical Significance of Differences Between Initial and Post-Test Verbal Maturity Test

A. Means

School	N	M_1	Std. Error M_1	M_2	Std. Error M_2	Std. Error Diff. of Means M_2-M_1	Test of Significance*		
							t	p	Interpretation
#66	28	24.61	2.13	39.21	1.74	1.56	9.34	$<.001$	Highly significant
#240	28	31.57	2.98	41.04	2.38	1.98	4.79	$<.001$	Highly significant

B. Standard Deviations

School	N	$S.D._1$	Std. Error $S.D._1$	$S.D._2$	Std. Error $S.D._2$	Std. Error Diff. of S.D. $S.D._2$-$S.D._1$	Test of Significance**		
							t	p	Interpretation
#66	28	11.08	1.48	9.04	1.21	1.39	1.46	$>.10$	Not significant
#240	28	15.47	2.07	12.34	1.65	1.78	1.76	$>.10$	Not significant

*One-tailed test, $t_{.05} = 1.70$
**Two-tailed test, $t_{.05} = 2.05$.

Figure 1. Individual Scores on Columbia Mental Maturity Scale
School #66 - 1963

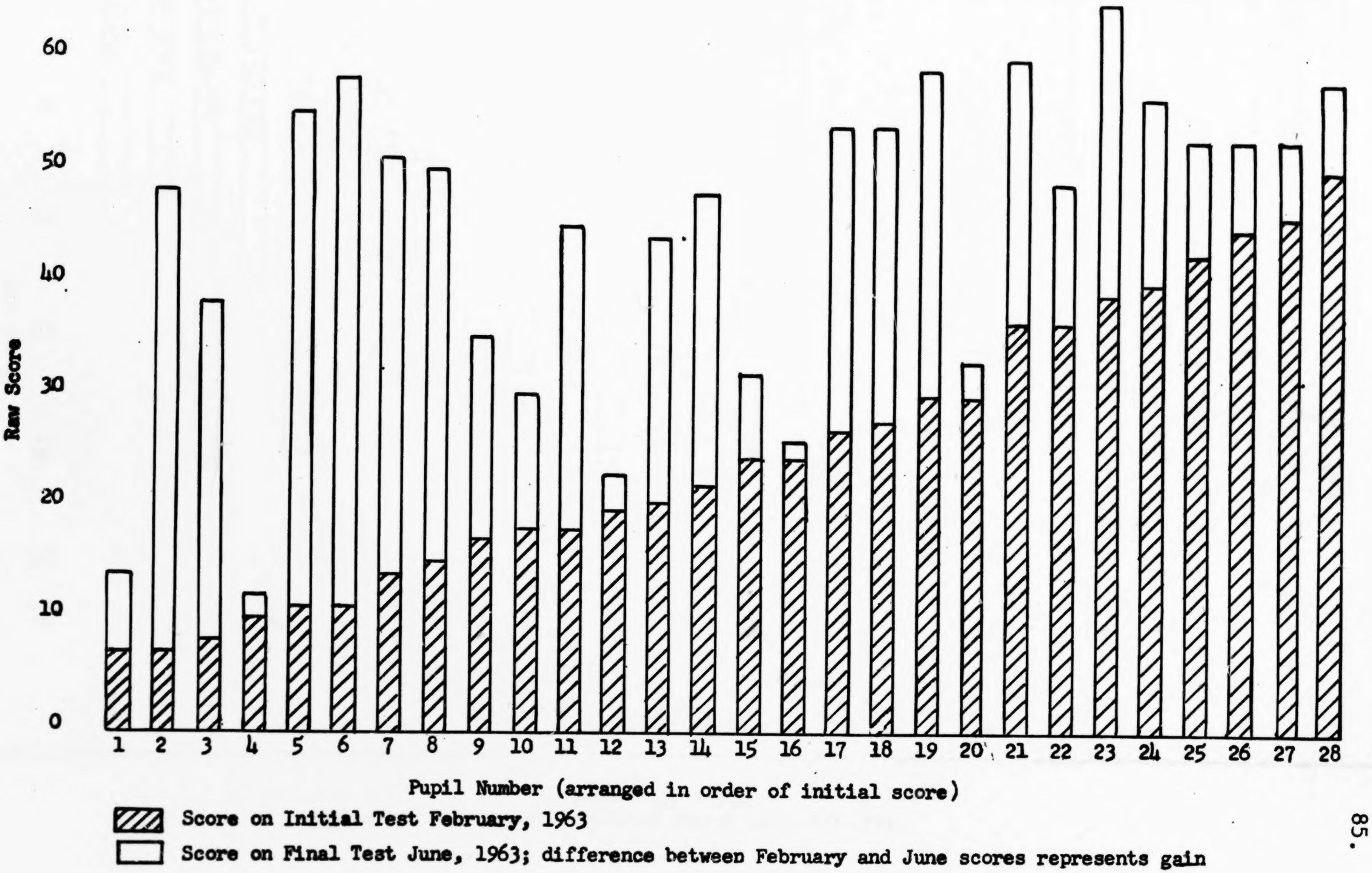


Figure 2. Individual Scores on Verbal Maturity Test
School #66 - 1963

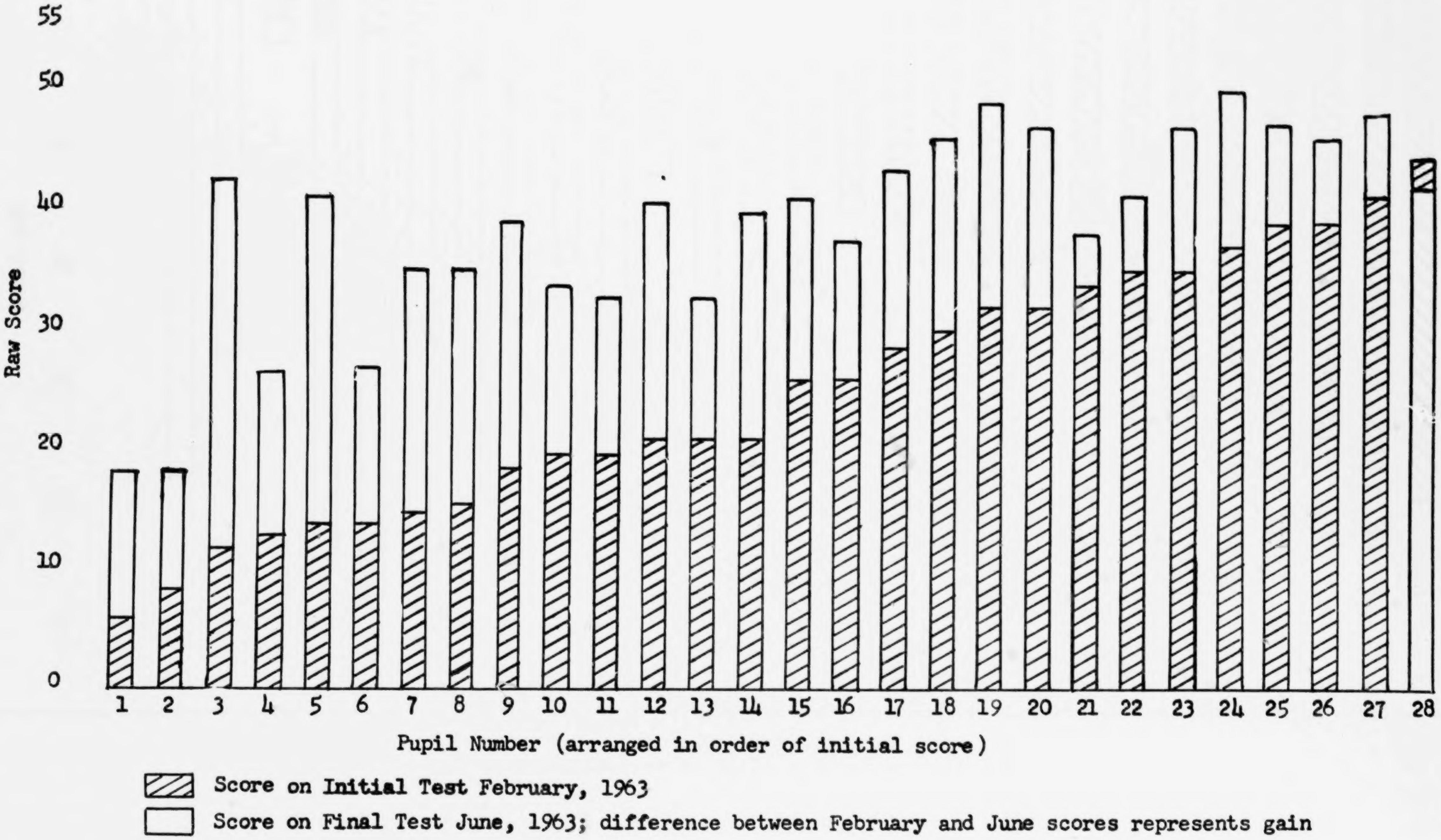


Figure 3. Individual Scores on Columbia Mental Maturity Scale
School #240 - 1963

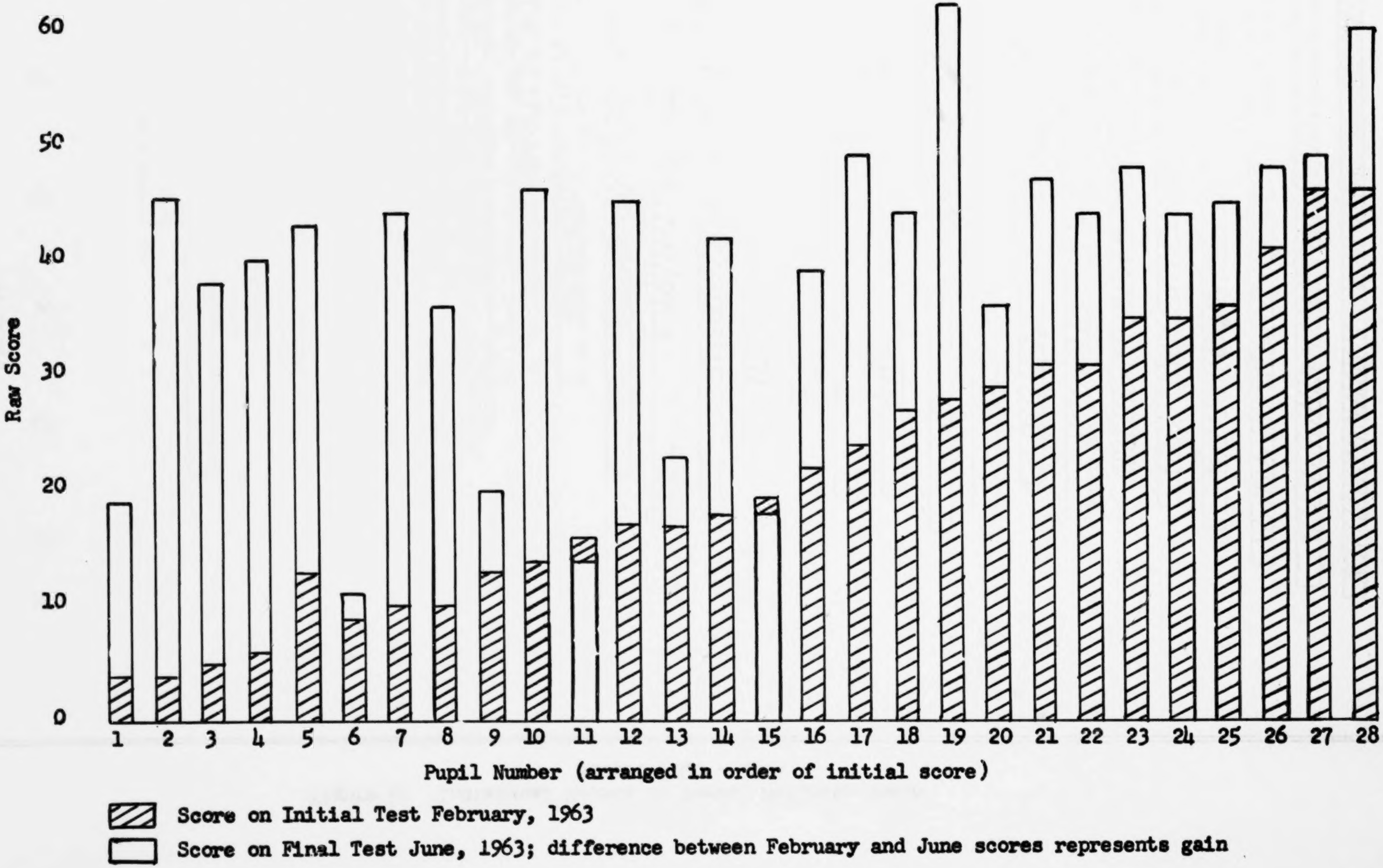
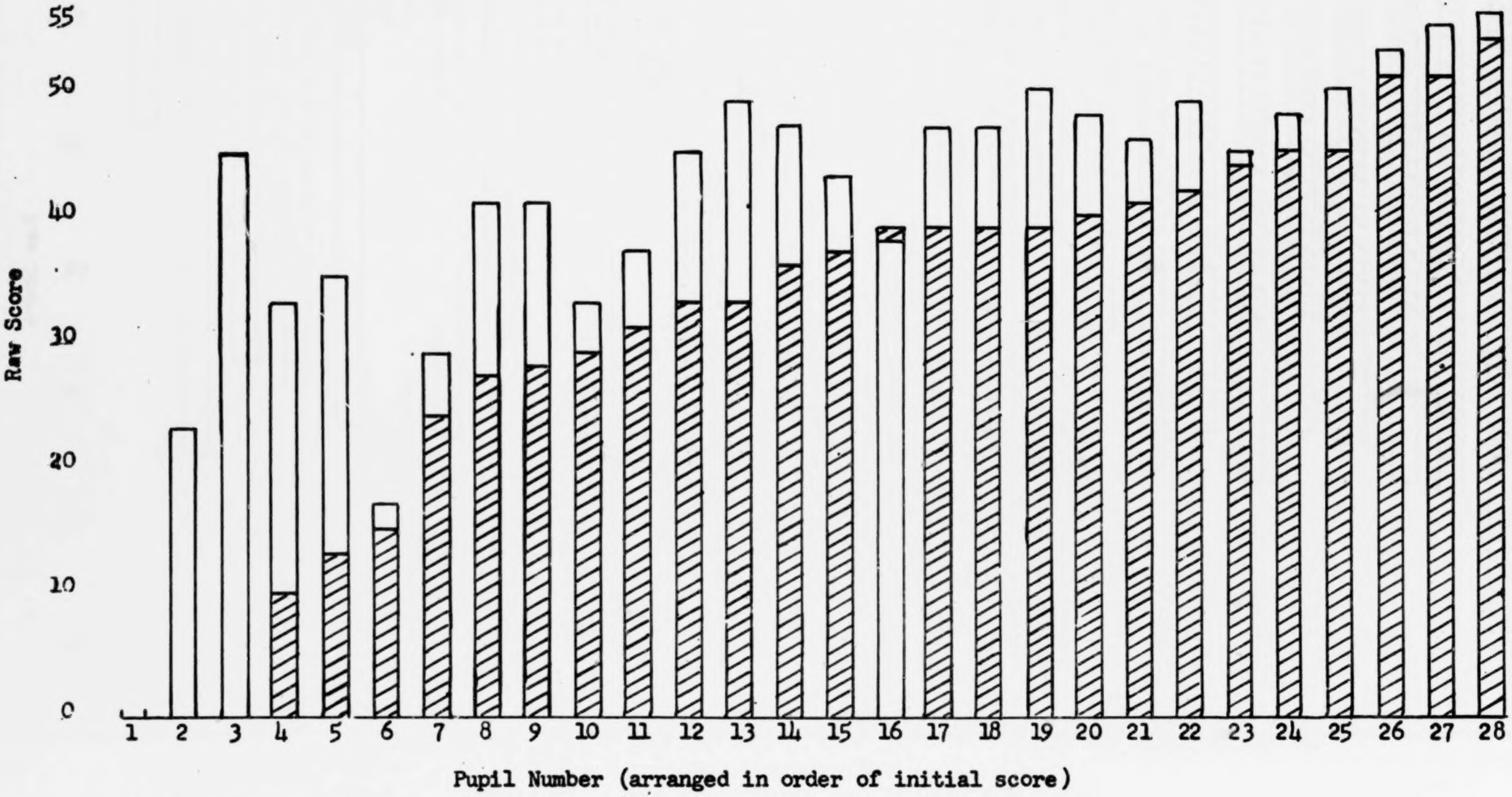


Figure 4. Individual Scores on Verbal Maturity Scale
School #240 - 1963



▨ Score on Initial Test February, 1963

☐ Score on Final Test June, 1963; difference between February and June scores represents gain

TABLE XVI

Pilot Study—Early School Admissions Program—School #66 (Full-Day Program—2nd Term 1962-63)
Test Results and Teacher's Ratings

	Columbia Mental Maturity Test	Verbal Maturity Test	Columbia Mental Maturity Retest	Verbal Maturity Retest	Teacher's Ratings				
					V	P	N	P+N	V+P+N
Mean	25.11	24.61	45.04	39.21	2.66	2.91	3.04	2.96	2.77
Std. Deviation	13.22	11.08	14.34	9.04	.90	.72	.64	.65	.79
Std. Error of Mean	2.54	2.13	2.76	1.74	.17	.14	.12	.13	.15
Verbal Maturity	.64								
Columbia Mental Maturity—Retest	.51	.56							
Verbal Maturity—Retest	.57	.69	.69						
V	.47	.61	.48	.62					
P	.38	.50	.45	.53	.88				
N	.32	.51	.32	.40	.76	.76			
P+N	.38	.53	.42	.51	.88	-	-		
V+P+N	.46	.60	.47	.59	-	-	-	-	

The difference in means between test and retest are statistically significant on both tests.

The difference in standard deviations between test and retest are statistically significant on neither test.

N=28

TABLE XVII

Pilot Study—Early School Admissions Program School #240 (Half Day Program—2nd Term 1962-63) Test Results and Teacher's Ratings

	Columbia Mental Maturity Test	Verbal Maturity Test	Columbia Mental Maturity Retest	Verbal Maturity Retest	Teacher's Ratings				
					V	P	N	P+N	V+P+N
Mean	21.68	31.57	38.68	41.04	2.63	2.74	2.71	2.73	2.66
Std. Deviation	12.92	15.47	13.13	12.34	.67	.72	.94	.77	.69
Std. Error of Mean	2.49	2.98	2.53	2.38	.13	.14	.18	.15	.13
Verbal Maturity	.61								
Columbia Mental Maturity—Retest	.54	.57							
Verbal Maturity—Retest	.48	.75	.68						
V	.44	.74	.56	.70					
P	.44	.70	.58	.69	.84				
N	.37	.67	.52	.70	.78	.81			
P+N	.46	.72	.57	.73	.85	-	-		
V+P+N	.46	.74	.58	.73	-	-	-	-	

The differences in mean between test and retest are statistically significant on both tests.

The differences in standard deviation between test and retest are statistically significant on neither test.

N=28

Children who were enrolled in project centers from February through June, 1963, will be kept together for their kindergarten experience.

It is believed that patterns of learning and of personality development are fairly well established for most individuals before the end of the earliest years of school. If this is true, foundations for vital attitudes, habits, and knowledge originate in the pre-school experiences of children. In order to develop a wholesome self-concept, to acquire motivation for learning, and to develop interests and capabilities, the young child needs to be assured of security and affection, to be involved in experiences which arouse his curiosity and extend his horizons, and to be guided in developing his interests. Ideally, the child of pre-school age would receive attention, affection, and guidance within his home environment. But for many children the ideal never becomes a reality.

A multitude of circumstances may damage the developmental patterns of children. Parents may have little time to spend with their children due to illness in the home, the presence of too many siblings with whom parental support and love must be shared, or the necessity for full-time employment. Perhaps death, desertion, separation, divorce, or illegitimacy have thrown the full burden of parenthood upon one parent who is also the sole breadwinner for the family. Poor family relationships or emotional disturbance may have created an unwholesome atmosphere in which a child must grow and develop. Migrancy may bring disorganization and instability into the lives of families. The child from marginal social and economic circumstances frequently experiences developmental problems as a result of limitations imposed by his environment. For these children, vital aspects of growing and learning cannot or are not provided by the home, and must, therefore, be provided through some other medium.

The Early School Admissions Project is a program of action designed to help children realize more fully their capacities for learning, and to help teachers discover ways to make it possible for children to develop incentives for learning and skills which will enable them to learn more effectively. Time will reveal the degree and extent to which the project will realize its goals, but it is a project which radiates hope and which presents to parents, teachers, and the community a challenge that must be met.